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ABSTRACT

The packet provides a series of activities designed to help schools become familiar with a systematic approach to successful mainstreaming, educational strategies with mainstreamed students, and effective communication techniques. The packet includes a preservice activity and 12 steps for developing a mainstreaming program in the school: (1) introduce LRE (least restrictive environment) to the faculty; (2) identify the mainstreaming committee; (3) assess the school's needs; (4) develop goals; (5) gather student information; (6) write an Individualized Education Program; (7) use an LRE checklist; (8) conduct simulation activities; (9) design working models; (10) implement communication exercises; (11) develop intervention strategies; and (12) review the philosophy of mainstreaming. An additional section is intended for use with parent groups. Each of the steps includes information needed by the trainer to prepare for an inservice session and the information needed by participants. (CL)

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MAINSTREAMING INSERVICE PACKET

Bulletin 1704

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MAINSTREAMING INSERVICE PACKET

This Mainstreaming Inservice Packet promotes the philosophy that regular and special educators should work together to improve the educational opportunities of all children. The packet provides a series of activities that will help your school become familiar with a systematic approach to successful mainstreaming, some strategies for educational intervention with mainstreamed students, and some effective communication techniques.

The activities in the packet will help your school staff design and carry out a program that responds to <u>your</u> needs.

The Mainstreaming Inservice Packet includes a preservice activity and 12 steps for developing a mainstreaming program for your school. Each step includes the information needed by the trainer to prepare for an inservice session and the information needed by participants. With the exception of Step One, responsibility for presenting each step in the packet may be assigned to one person or divided among staff members.

Steps One through Twelve are designed for inservice training of faculty. Step Thirteen is for use with parent groups. Use of any or all of the packet is voluntary.

There are several different ways to use the Mainstreaming Inservice Packet. Those ways include:

- adoption by a school for use as a sequential year-long faculty study,
- presentation of the entire packet during a one-day workshop, and
- selection of several Steps for presentation in a two- or three-hour workshop.

The packet offers the maximal amount of materials for designing a successful mainstreaming program. A school may use either the entire packet of selected steps within the packet.

Questions concerning content or presentation of the material may be directed to the Louisiana Department of Education, Office of Special Educational Services.

AWARENESS

MAINSTREAMING
PRESERVICE ACTIVITY

AWARENESS

Trainer: Before you introduce this mainstreaming packet, select one or both of the following awareness activities. Duplicate and distribute the activity the day before your first inservice session. Ask your faculty members to use these activities to start them "thinking."

If you select Activity A: Choose 20 issues, duplicate a set of those issues, the directions, and the answer sheet for each staff member. Ask each staff member to respond individually.

If you select Activity B: Duplicate a set of all seven questions for each staff member. Have each staff member write a response to the questions.

In both activities, staff members may keep their answers.

Adapted From: "Classroom Integration Inventory," Syracuse University Press, 1979

Directions: Read each of the following items and mark the corresponding number space on the answer sheet A, B, C, D, or E as follows:

A. I feel I could handle such a student in my regular classroom without any fundamental change in present procedures.

B. I feel I could handle such a student in my regular classroom if advice from a specialist or consultant were made available occasionally whenever I felt a need for such aid in dealing with a particular problem.

C. I feel I could handle such a student in my regular classroom if a full-time specialist were available at my school who could provide supplementary training for the student and frequent consultation with me.

D. I feel that such a student would benefit most by being assigned full time to a special class or school.

E. I feel that such a child cannot be served well within the context of regular or special public education.

Mark each item clearly, filling the space between the dotted lines on the special answer sheet.

A. In regular classroom
B. Regular classroom with special education consultative services
C. With resource assistance
D. In special class or school
E. Not for public education

1._____
2._____
3._____
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55._____
56._____
57._____
58._____

Mark A, B, C, D, or E on the provided answer sheet.

1. Alfred is defiant and stubborn, likely to argue with the teacher, be willfully disobedient, and otherwise interfere with normal classroom discipline.

2. Barbara wears thick glasses, and her eyeballs jerk spasmodically from side to side; she can't see the blackboard very well, and she reads poorly.

3. Chuck can move about only in a wheelchair; others must move it for him or carry him in their arms because he is unable to control any of his limbs.

4. Donald is six years old and does not speak very much; what he does say is indistinct and childish, with many missing or incorrect sounds.

5. Earl is eight and wears cowboy boots to class because he hasn't learned to tie his own shoelaces; he is usually cheerful and well-behaved, but talks very little and is incapable of following any but the simplest instructions.

6. Florence is immature and oversensitive, likely to burst into tears at the slightest provocation.

7. When Alice wears her hearing aid she hears as well as any other youngster; her voice sounds flat and hollow, and is somewhat unpleasant to listen to.

8. Suzy frequently gets so excited she loses control and wets herself, her seat, and the floor.

9. Ruth is much like other eleven-year-olds in most respects but occasionally, during the day, a rhythmical quiver will pass over her face and for a few seconds she becomes totally oblivious.

10. Roger's face was severely disfigured in an auto accident; although he is completely recovered physically, the surgeons do not expect to be able to improve his appearance for many years.

11. Alan wears a leg brace and walks with the aid of crutches; he gets along quite well by himself though, and ordinarily needs no help from anyone.

12. Bernard is a bully, given to teasing other children and provoking fights with them.

13. Cora is said to have a hearing loss, but she seems to hear all right when she sits at the right end of the front row of seats.

14. Debby cannot use bathroom facilities unless someone is there to help her; she is capable of making her needs known in ample time to avoid accidents.

15. Clara has a noticeable scar on her upper lip; her speech seems to come through her nose and is hard to understand.

16. Dotty is eight; she has difficulty following the class and doesn't seem able to learn to read at all.

17. Eight-year-old Edward sucks his thumb all the time and is apparently indifferent to the reactions of parents, teachers, or other children.

18. Every few weeks, without any warning, Stella will have a violent physical convulsion; after several minutes she returns to consciousness with a severe headache, nausea, and acute feelings of depression.

19. Sylvia is very tall; she towers over every other child in elementary school and wears adult-sized clothes.

20. Flora has neither bladder nor bowel control and must be taken to the bathroom at frequent intervals.

21. David squints through his eyeglasses, even when he sits at the front of the room, and cannot read the blackboard or his book as rapidly as many of the other children.

22. Occasionally Edward will repeat a sound two or three times before he seems able to go on; he speaks when called on, but does not volunteer much.

23. Chuck doesn't seem to catch on to things as quickly as most children and needs to have things explained over and over again; eventually, though, he appears to learn everything the others do even though it takes longer.

24. Doris is slow, absent-minded, and a daydreamer; she seems unusually quiet and withdrawn, avoids others, and is inhibited and restrained in behavior.

25. Every hour or so Henry stares upward at the ceiling for several seconds and loses consciousness; he has been like this for several years but is otherwise developing normally.

26. Fred can feel the vibrations of loud music from a radio or phonograph, knows when a door has been slammed, but does not hear speech unless it is shouted.

27. Harold performs well academically, but he has a physical defect that appears to evoke laughter and ridicule from other children who avoid and reject him.

28. Irv is sexually precocious, masturbates in class, uses obscene language, and has made advances to several girls in his class.

29. Jane has a severe visual impairment; she can tell the direction from which the sunshine enters her classroom, but she cannot read the letters in an ordinary book.

30. Albert does not pronounce all his speech sounds correctly, but he can be understood.

31. Betty is only a little over seven but she can read the fifth-grade reader very well; however, her handwriting is poor and she is about average in most other skills and subjects.

32. Chester is deceitful, tells lies, and cheats in school and at play; he has been involved in several thefts and is a persistent truant.

33. Generally speaking, Everett can control his bladder or bowel, although he his likely to have an occasional accident.

34. Jerry does good work as long as he is left alone; he becomes extremely tense and anxious, however, when an adult speaks to him.

35. Virginia rubs and blinks her eyes occasionally when reading and finds it difficult to distinguish among certain letters of the alphabet.

36. Andy hears most but not everything that is said in class even though he wears a hearing aid.

37. Stan's walk is a slow shuffle; he gets along well on level surfaces or moderate inclines but is unable to manage stairs at all.

38. Roy has a bright purple birthmark that covers one cheek and the side of his neck.

39. Several times a day Lester says he can smell bananas; usually this means that he will soon fall to the floor in a convulsion that may last for several minutes.

40. Carla is a persistent talker, whisperer, and note-passer.

41. Bert could play songs on the piano with one finger when he was four; now, in first grade, he has begun composing little melodies to which he gives names like "Rainy Day," "Bert's Bike," or "Juice Time."

42. June's eyes are crossed but she has adequate vision in both eyes despite the muscle imbalance.

43. Laura's speech is laboriously slow, tortured, jerky, and indistinct; her voice is monotonous in pitch and she cannot control its intensity.

44. Harry sulks and sometimes gets quite noisy when he loses the direct attention of the teacher.

45. William can't hear anything with his left ear, but he gets along fairly well if he can sit by the window in a room on the quiet side of the building, with the class to his right.

46. Ben is unable to walk and has been confined to a wheelchair; he manages it skillfully and needs little help.

47. Les was born with a malformed left hand that is withered and misshapened up to the elbow.

48. When Terry was five he was run over and lost the use of both of his legs and his genitals; he gets around quite well now but his bladder discharges into a bag that must be emptied several times a day.

49. Once or twice during the year Peter complained of a peculiar feeling in his stomach; about a minute later he lost consciousness and his body was at first rigid and then convulsed for several minutes.

50. John has no difficulty on the playground or at the blackboard but he gets quite uncomfortable when he has to use his eyes at close range for any length of time.

51. Hugh eventually mutilates or destroys everything that gets into his hands: his books are marked and torn, his desk inkstained and scarred, and he has even managed to crack a blackboard panel.

52. When anything happens to John the whole school knows it. A bump on the playground produces tears and wailing, and an A on an exam brings on unrestrained shrieks of delight.

53. Sam moves about somewhat awkwardly and his limbs are in a slight but continual tremor that becomes pronounced only when he is nervous or excited.

54. Arnold is an extremely bright nine-year-old who is far ahead of the rest of the class in most subjects; he spends a good deal of his time working on a mathematical system he calls "kinestatics."

55. Bill has difficulty in starting to talk, he grimaces and strains and repeats sounds on about half the words he says in class.

56. Kate is extremely overweight; it is almost impossible for her to squeeze into the standard desk.

57. A hearing aid provides no help for Harriet; she lip reads fairly well and can hear when she is not facing the speaker if shouted at.

58. Helen's right hand sometimes begins to tremble uncontrollably; during the next few minutes the spasmodic movement spreads along her arm, shoulder, and head before it finally stops.

Write a short response in answer to the following questions.

1. Where is the resource room or self-contained class located in our building? Is the physical space just as desirable as that typically used by nonhandicapped students?

2. Does the progress made by our students who have learning problems receive the same acknowledgement as the straight A's of high achieving students?

3. Do our handicapped students have the same access to art, music, and physical education teachers as nonhandicapped students?

4. Are handicapped students included in extracurricular activities in the same proportion as their nonhandicapped counterparts?

5. Are any handicapped students excluded from the school system because of costs of special programs while money is spent on non-necessities for nonhandicapped children?

6. Does "less able" mean "less worthy"?

7. Complete this sentence: Handicapped students are _____

_____

_____

Adapted from: "Classroom Integration Inventory," Syracuse University Press, 1979.

STEP ONE

Introduce LRE to the Faculty

Step One: Introducing LRE (Least Restrictive Environment) and Mainstreaming to the Faculty

Purpose: To provide background information to the participants.

Time: 1 hour

Strategy: Oral presentation

Material:

- attached script
- a blank sheet of paper for each participant
- chalkboard or flip chart
- overhead projector
- transparencies 1, 2, and 3

Activity Directions:

I. Using the attached script, an outside consultant or regional liaison makes a presentation to the faculty.

II. Write the following on the board or flip chart: "Can we mainstream in our school?"

Reasons For | Reasons Against

A. Give each participant a blank sheet of paper.

B. Allow 10 minutes in each category.

C. Collect the responses.

III. Briefly review several of the responses.

IV. Tell participants that they will be receiving a short memo about developing and implementing a mainstreaming program in this school.

Step 1

Need: Chalkboard and chalk or flip chart and marker; overhead projector, transparencies.

Do: Leaving a large space between the two terms, print the following words on the board or chart:

LEAST RESTRICTIVE ENVIRONMENT MAINSTREAMING

Ask: To whole group: "What are the definitions of these two terms?" Record the answers verbatum and leave up for all to see. Record a minimum of three definitions for each.

Mini lecture

LRE and mainstreaming are two widely used but often misunderstood terms. These terms are not part of the typical jargon that is so pervasive in education. Rather, they are thoroughly developed concepts for which there are no substitute terms.

LRE, or least restrictive environment, is a concept that means handicapped students should be educated in an environment that is as "normal" as possible. It is also the law.

Transparency 1

LRE is a program placement based on a continuum of services:

A. Regular classroom

B. Regular classroom with special materials or consultative services

C. Resource classroom

D. Partially self-contained (integration for non-academics only)

E. Full-time self-contained

F. Special education center (day school)

G. Private or residential school

Remember, these options must be available to the student, regardless of whether or not they are available in our school. Within this continuum, A, B, C, and D are considered to be placements in the mainstream. The term mainstreaming is used when handicapped students are educated in the regular classroom with nonhandicapped peers. Mainstreaming is one option for meeting the requirements of LRE.

Remove transparency.

Transparency 2

What is mainstreaming? Mainstreaming <u>is</u> providing quality education to special education students while they take part in regular classes for as much of the day as possible.

Mainstreaming <u>is</u> a concept that promotes the philosophy of an exceptional person having the right -- not just the priviledge -- to live and learn under conditions which are as "normal" as possible, until it can be documented that other conditions would be more appropriate.

Mainstreaming is a service rendered under the least restrictive environmental conditions which are consistent with the best interest of the individual and society.

Mainstreaming is not placing a student in a regular class when he or she is not able to achieve the minimal behavioral or academic requirements for the class -- even with special assistance.

Mainstreaming is not mere movement of all students from special education classes back into regular classes, regardless of the effect on the students in the regular classroom. If a child's educational needs are so specialized that the regular curriculum cannot be adapted to meet those needs, the classes may not be appropriate for that particular child.

Remove transparency.

If a student can be adequately educated in a regular class, that student should not be placed in the resource room; if a student can be educated in the resource room, that student should not be placed in a special class; if a student can be educated in a special class, the student should not be placed in an institution. If all "normal" possibilities are exhausted, then institutional or home-bound placements may constitute the least restrictive environment.

Educators must strive to give a child his or her most appropriate education in an environment which would be least restrictive for that child.

The least restrictive appropriate environment is not automatically the regular class. Placement in the regular class is the preferred alternative, but by no means should it be the only alternative considered.

However, children who are exceptional should not automatically be separated philosophically or programatically from their nonexceptional peers. There should be no philosophical difference between special education programs and regular education programs. Such a difference continues and exploits the attitude of "our kids" and "your kids." The education of children in Louisiana is the responsibility of us all. The severity of a child's disability may necessitate a very specialized program provided by the special educator with assistance from the regular educator. It is just as likely, that though the disability may be serious enough for special services, these services can be provided by the regular educator with help from the special educator or specialized support personnel.

Working together is our theme. To deal successfully with the overwhelming numbers of problems and the inherent variability of those problems as they relate to exceptional children, educators will have to close the gap between

regular and special educational involvement as well as parental and community involvement with the educational system as a whole.

Transparency: 3

Read the 754 citations aloud.

The mandate is clear. We can't exclude students because they don't fit. Education has to look at alternatives and some rather major attitude changes. As mandated, comparability of services revolves around the individual student's ability to benefit from special services. Obviously, some students will only benefit from approximations to regular programs. However, it is better to set goals and aspirations too high than too low.

At first, the law (P.L. 94-142 at the Federal level and Act 754 on the State level) was viewed with fear and trepidation. People misunderstood the intent of the regulations in that they worried that all exceptional students would be in regular classes. This was and is not so.

Because people misunderstood, a couple of things began to happen. Regular educational personnel began to get students in their classes who could have succeeded there; however, because they were also getting students who should not have been placed in a regular class, the mainstreaming intent

failed to work. Add to that the few special education teachers who attempted to use the "law" as a crutch and took advantage of it by dumping students who didn't belong there into regular classes. It's no wonder that regular educators felt "taken" and had contempt for the law -- and what's probably worse, contempt of their fellow educators in special education began to materialize.

The legal obligation is still there.

Yet, even if there is a legal obligation (and sometimes attitudes are shaped by legal realities) the moral and ethical considerations may be even more important.

The notion of normalization of individuals carries with it the assumption that each person should be fully able to capitalize on his or her strengths and receive assistance in weak areas to make the very most of his or her abilities. The result of this assumption is that this can be done for some students in a regular classroom, for some in a special classroom, while both settings will be needed for some. Education should strive to let each student function as "normally" as possible.

Although many attempts are made to remove educators from the responsibility of educating handicapped sutdents, the fact remains that schools are the most logical, most practical, and most promising in success of our

programs. The point that needs to be stressed is that this, again, is a shared responsibility.

With concepts like mainstreaming and "resourcing," and the Federal and State laws relating to the handicapped student, the task of teaching in the public schools has become at the very least a great deal more challenging and complicated ... especially when you consider the lack of continuity exercised in presenting the correct approaches to concepts such as mainstreaming exceptional children into regular classes.

The burden of developing a successful mainstreaming program seems to rest on the immediate people involved and responsible ... that is, the classroom teacher and administrator. Either they pick up the ball and run with it or they admit defeat and quit and let someone dictate a program to them that is not really suited to their needs. In essence, educators must recognize and act on the problem before it acts on them.

Guided by a series of inservice sessions, this faculty will design and implement a mainstreaming program that meets the needs of this school. However, developing an effective school strategy requires understanding of three primary assumptions.

Initially, channels of communication must be kept open. Discussions concerning any program or child should address the legal, moral, and ethical implications and responsibilities

of all proposals. Toward this end, the issue of shared responsibility depends greatly upon communication among all staff members.

Secondly, one must remember that individualized instruction is not exclusively a function of the special class teacher. Most effective regular class teachers individualize with their students already even though it may be unconsciously done. In this vein, the myth of special student's requiring all of the regular teacher's time can be dispelled if the special student has been carefully selected to participate in a particular regular class program.

And finally, there is little chance of successfully implementing a mainstreaming program without a readily available support system. The primary sources of this support system are the school building level committee and the pupil appraisal team members. The school building level committee can be developed into an effective internal support system, a network of support that teachers have at their immediate disposal when they are having difficulty. If the internal support system cannot rectify the situation, the external support of pupil appraisal personnel can be called upon to take another look at the placement.

All personnel components of the support system should be included in the planning stages and should be in place

before the faculty embarks on a school-wide mainstreaming program.

An awareness survey will be conducted as an introduction to the mainstreaming inservice session. The purpose of the awareness activities is to take the first step in determining what will be the best approach to mainstreaming in this school and who will be the best candidates in regular and special education for working together in the initial stages.

One goal of the mainstreaming inservice session is to develop guidelines of the students' readiness to go into regular classes. Guidelines will be developed from both ends; i.e., the regular education teachers should be prepared to indicate minimal skills necessary for students to function in that class, what modifications can be expected, etc. Likewise, the special education teacher should be able to document the prospective student's academic and behavioral skills and why that student should have access to the regular classroom. Guesswork and trial-and-error system should be kept to a minimum.

Another goal of the inservice training is to implement a tracking system to determine both problems and progress. Communication between the regular and special educators should be on a frequent and regular basis. Data, records, and other needed information should be readily available for sharing.

In addition, the concept of using a third party educator as a case manager will be explored. The purpose of this role will be to ensure that students' educational needs are not being neglected or forgotten.

This school will develop a process of ongoing evaluation to determine the success of the program. A major purpose will be to determine where the problems are and how to correct them. The data collected in this area can also be used to develop programs for individual students that will incorporate successful subject areas, the best teachers for the specific kinds of programs, and the best times for the particular classes. An overall profile of strengths and weaknesses should be developed.

Developing and implementing a successful mainstreaming program will not be easy. It will require a concerted effort by the total faculty. Teaching is a difficult job but teachers have company in their problems, company that can be a strength if used correctly.

Until recently, special educators and regular educators have had little or no need to "swap techniques" or trade expertise. The functions of each role were conceived to be different. Notions of separation of areas were promoted even in college-level teacher preparation curriculums. For the most part, teachers have not needed to learn and develop

skills in each of the fields. But great changes have occurred. in education that we as trained teachers may or may not be prepared to address.

Consider the ninth grade world history teacher faced with 30 students. One of these students reads at the second grade level; two of the students have severe behavioral problems, and one student is physically handicapped and unable to write or turn the pages of his book.

Consider the resource teacher who is charged with helping students meet the minimal competencies of specific content areas. The teacher serves 20 students whose handicapping conditions encompass all exceptionalities. Within her group is a learning disabled student who is failing biology, two students who are hearing impaired and have problems with the nuances of literature, and three students who require remediation in math because they are repeatedly asked to leave that class for misbehavior.

These examples are not extreme; they represent reality. They also underscore the need for shared responsibility, the sharing of knowledge and of skills. Each discipline needs to recognize its common bond of serving children. Teachers in many disciplines are wondering, waiting, or watching to see if what they are doing is all right. It's time to pull together, to capitalize upon individual strengths, and to offer these children our very best efforts.

Our goal is to develop and implement a successful mainstreaming program.

A. REGULAR CLASSROOM

B. REGULAR CLASSROOM WITH SPECIAL MATERIALS OR CONSULTATIVE SERVICES

C. RESOURCE CLASSROOM

D. PARTIALLY SELF-CONTAINED (INTEGRATION FOR NONACADEMICS ONLY)

E. FULL-TIME SELF-CONTAINED

F. SPECIAL EDUCATION CENTER (DAY SCHOOL)

G. PRIVATE OR RESIDENTIAL SCHOOL

*Note: In providing the continuum of services, always try the least restrictive environment first.

MAINSTREAMING IS:

- QUALITY EDUCATION FOR SPECIAL EDUCATION STUDENTS WHILE THEY TAKE PART IN REGULAR CLASSES FOR AS MUCH OF THE DAY AS POSSIBLE.
- A CONCEPT PROMOTING THE RIGHT AND PRIVILEGE OF AN EXCEPTIONAL PERSON TO LIVE AND LEARN UNDER CONDITIONS WHICH ARE AS "NORMAL" AS POSSIBLE.
- A SERVICE RENDERED UNDER THE LEAST RESTRICTIVE ENVIRONMENTAL CONDITIONS WHICH ARE CONSISTENT WITH THE BEST INTEREST OF THE INDIVIDUAL AND SOCIETY.

MAINSTREAMING IS NOT:

- PLACING A STUDENT IN A REGULAR CLASS WHEN HE OR SHE IS NOT ABLE TO ACHIEVE THE MINIMAL BEHAVIORAL OR ACADEMIC REQUIREMENTS OF THAT CLASS.
- MERE MOVEMENT OF ALL SPECIAL EDUCATION STUDENTS BACK INTO THE REGULAR CLASSES, REGARDLESS OF THE EFFECT ON THE STUDENTS IN THE REGULAR CLASSROOM.

Part 400. RESPONSIBILITIES OF CITY AND PARISH SCHOOL BOARDS, SPECIAL SCHOOL DISTRICT NUMBER 1, AND STATE BOARD SPECIAL SCHOOLS

s401. Responsibilities of Public School Systems

A. Each school system shall identify, locate, and evaluate each exceptional child, from birth through 21 years, residing within its jurisdiction.

B. Each school system is responsible for providing, or causing to be provided, a free appropriate public education to each eligible exceptional child residing within its jurisdiction who is not voluntarily enrolled in an approved nonpublic school program.

(Louisiana Act 754 Regulations)

s440. Initial IEP/Placement Responsibilities

B. School systems shall include on each IEP all special education and related services necessary to accomplish comparability of educational opportunity between exceptional children and children who are not exceptional.

(Louisiana Act 754 Regulations)

STEP TWO

Identify the Committee

Step Two: Identify the Mainstreaming Committee

Purpose: To solicit volunteers from among the staff to serve as members of the mainstreaming committee.

Time: 20 minutes.

Strategy: Memo to staff members.

Materials:

- a copy of the memo to each staff member.

Activity Directions:

I. Conducted by the principal.

A. The principal will send a memo (see sample on page 18) to each staff member asking for volunteer participation in developing and implementing the initial phase of the mainstreaming program. A tangible reward, such as release time, should be offered to those who volunteer. The memo should clearly explain that the program will affect the entire school and describe what will be involved for those who choose to participate. (See attached sample memo.)

B. The principal will conduct a brief interview with each volunteer.

II. Arrangements will be made for a meeting that includes all volunteers, key parents, community members, and selected students (if appropriate). This becomes the Mainstreaming Development Committee.

Step Two: SAMPLE MEMO

Memo to All Staff
Re: Mainstreaming Project
From: (principal)
Date:

Our school is going to (implement a) or (improve our) Mainstreaming program. This program will be adapted to meet our school's needs and will affect each of us.

Release time/substitutes/(tangible reward) will be provided for staff members who choose to participate. The participants on this Mainstreaming Development Committee will be asked to attend and contribute to three meetings. Thereafter, all staff members will be included in the implementation of the program.

If you are willing to participate in developing and implementing the initial phase of the program, please give your name. to _____.

STEP THREE

Assess the Needs of Your School

Step Three: Assess the Needs of Your School

Purpose: The mainstreaming committee will determine and rank the needs for successful mainstreaming in this school.

Time: 1 hour.

Strategy: Nominal Group Process (Delberq and Van deVen, 1971) (directions appear below).

Materials:

- chalkboard and chalk or flipchart and markers
- five 3x5 cards for each committee member
- pencils

Activity Directions:

I. Tell the committee members the purpose of the meeting (see above). Review the definition of mainstreaming as presented in Step One. Ask the following question:

"What are the barriers to mainstreaming handicapped students in our school?"

II. The group leader must specify building level constraints to avoid unrealistic planning. Remind the committee that LRE is the law.

III. Ask committee members to write one response to the question on each card. Allow 10-15 minutes.

IV. Appoint a recorder. Have each member read one response and continue in round-robin fashion until all responses are read. The recorder will write the responses verbatim on the chalkboard or flipchart. Each response must be numbered.

V. On the back of one of the 3x5 cards, ask each member to select five of the numbered responses and rank them.

Example:

Response 4 was ranked 5th, 3rd, and 1st within the group.

1. Record all ranks.

Response #	Rank
4	5, 3, 1

2. Add the ranks to determine the sum of the ranks

Response #	Rank	Sum of Ranks
4	5, 3, 1	9

3. Multiply the number of ranks times the sum of ranks.

Response #	Rank	Sum of Ranks	Rank # x Sum
4	5, 3, 1	9	27

4. The numbers in the fourth column are used to determine priority.

example:

Response #	Rank	Sum of Ranks	Rank # x Sum	Priority
4	5, 3, 1	9	27	1
6	2, 3	5	10	2

VI. The priority needs for this school have been established. Review each as a large group.

VII. For the next session, have a list of the determined priorities typed for each committee member.

STEP FOUR

Develop the Goals for Your School

Step Four: Develop the Goals for Your School

Purpose: The mainstreaming committee will develop goals and objectives for each of the needs identified in Step Three

Time: 1 hour

Strategy: Committee discussion

Materials:
- a list of the needs determined in Step Three for each participant
- paper and pencils

Activity Directions:

I. State one of the needs and discuss as a group to develop a goal.

Example:

Need: Some regular classroom teachers are not willing to accept these students.

Goal: All regular classroom teachers in the building will be willing to accept handicapped students in their classrooms.

II. For each goal, state the objectives.

example:

1. By (date) every regular classroom teacher will spend half a day observing and assisting in a special education class.

2. By (date) every regular classroom teacher will work with a special education teacher in solving an educational problem of a special needs student in his or her class.

III. Continue this process until objectives are written for each priority which was identified in Step Three.

IV. The committee should ensure that the objectives are met.

Step Five: Gather Student Information

Purpose: To discuss the types of student information which will be needed in order to determine goals, objectives, and eventual placement.

Time: 43 minutes

Strategy: Presentation to entire faculty

Materials:

- overhead projector
- transparencies 1 and 4

Activity Directions:

I. As a large group, review the definitions of LRE.

II. Have a member of the mainstreaming committee discuss the priorities and goals determined by the committee in Step Four.

III. Presentation to participants.

A. Two types of information needed

1. student information

2. placement option information

B. Using Transparency 1, point out that placement options can be tailored to fit the needs of individual students by combining program options, such as regular education plus consultant services, regular education plus a resource room, regular education plus a part-time special class, etc.

C. Using Transparency 4, outline the types of student and program information needed to make placement decisions (Transparency 4).

1. Necessary student information includes the types of information found on the IEP, including such related services as physical education.

2. Learning style refers to how the student functions in structured versus unstructured situations, large groups versus small groups or individual tutoring, and types of reinforcement needed to motivate the student.

3. Similar information should be available for each program option considered: level and type of curriculum, whether the media or materials needed by the student are or could be available; whether the related services that are needed can be provided in that option; the type of learning environment (such as lecture format, large group instruction, reinforcement systems, etc.); any physical barriers or adaptions needed in the environment; opportunity for integration with nonhandicapped peers; and proximity to student's home school.

D. Close the presentation by advising participants:

1. that they have all of the background information needed for making a placement decision, and

2. that they will have an opportunity to apply the decision model in an upcoming simulation activity.

Transparency 4

Necessary Information for Determining Placement

Student Information	Program Information
Curriculum	Curriculum
Media/Materials	Media/Materials
Related Services	Related Services
Learning Style	Learning Environment
Need for Adaptations in Physical Environment	Physical Enviornment
Behavioral Considerations	Opportunity for Integration
	Proximity to Home

Step Six: Write an IEP Document

Purpose: The participants will develop an IEP.

Time: 1 Hour

Strategy: Role playing

Material:

- Handouts: pages 26-43; blank Louisiana IEP forms including the LRE Checklist with directions for completing all pages

Activity Directions:

Separate the participants into groups of six each. Give each group member an envelope containing a different role. Allow three to four minutes for participants to review their roles. Each group must appoint a recorder.

Give a blank IEP form to each group recorder. Allow groups 30 minutes to write an IEP document using the implementation they are given on a hypothetical high school student.

Allow 15-20 minutes for large group discussion on the goals each group developed for Frank and the mainstreaming or LRE issues involved in Frank's case.

This activity appears in Guide for Trainers
A Resource for Workshops on Developing
Individual Education Programs,
published by National Association of State
Directors of Special Education, 1977.

TEACHER OF THE MILDLY MENTALLY RETARDED

I am the teacher of the self-contained MMR class at Crescent Point High School, and quite possibly I am the only teacher with whom Frank West has had consistently successful experiences in school.

Our class is small--we have only 16 students--and IQ scores range from 60 to borderline. Frank is definitely a borderline student with low average ability, and in many ways he does not adapt socially to the group.

In class he has moved his desk to a far corner and barricaded himself behind cartons and carrels. Some days he refuses to talk with any member of the class.

But I have been able to reach Frank in many ways. It takes some time and a little patience to motivate and interest him in an academic task, but when I manage to capture his interest, it pays off. I have Frank for language arts, social studies, and science each day and I've combined the separate courses into long-term, related units of study. For example, in social studies we considered the energy problem, in language arts we wrote letters of inquiry to corporations and to elected officials, and in science we related our work to soil erosion, strip mining, water pollution, and solar heat.

Usually, before I begin a unit, I meet with Frank and ask him what direction he would like his work to take. During a unit on psychological behavior (in language arts) Frank chose to study violence at hockey games as it related to the behavior of fans. He maintained an extensive newspaper and magazine clip file and eventually wrote a report on the subject. Of course, Frank's reading ability is low so his report is not the most scholarly, but he made an effort to write complete sentences and to spell words correctly; and that, I believe, is definite progress for Frank.

During a social studies lesson on draft evaders, Frank dictated a long discussion of evasion, desertion, and pardon. It was well thought out and quite interesting.

But Frank is not in class consistently enough to make a difference. He takes shop and math on a "mainstream" basis and has gotten in trouble on several occasions because he got into shouting matches with his teachers.

Frank is an average boy who has difficulty in school. Long ago his reading problems were never corrected, and I see it as my primary responsibility to make Frank a functional reader before he leaves Crescent Point. But I cannot be successful with Frank

when his other teachers continue to punish him. I am very frustrated working in a system where the punishment is the same as the crime. I am not surprised that Frank is also confused.

I believe that Frank wants to learn. He does not enjoy his special education class, and frankly, I feel that if he had accepting teachers, Frank could function in regular classes all day long. Frank will try hard when I interest him. He is interested in the newspaper, and he comes to class with a paper about three times a week. On those days I don't care what the curriculum guide says, I teach Frank at the teachable moment.

This IEP conference comes at a good time. I believe we need to discuss Frank and what I see as the school's resistance to working with him in a more mainstreamed setting. The law talks about the "least restrictive environment." I am hoping that the regular education community will begin to realize that slower kids like Frank have as much right to regular class placement as do other, more able children. I am convinced that a change in teacher attitude could mean success for Frank in school. I believe that Frank has a chance at graduating if his teachers will work with him a little more and give him the chance he deserves.

PRINCIPAL

I am the principal of the Crescent Point High School. I have been alerted to the fact that I am required by law to write an IEP on every special education child in my school. What this means is that I must convene a placement committee for each of the mildly mentally retarded students in the school and for 20 or so learning disabled students. I am confused and a bit doubtful as the usefulness of this procedure. All of a sudden the Feds are telling us to write down individual education plans. Isn't that what we've been doing all along, for years?

Frank West's teacher is excellent. Frank has had the same teacher for his three years at the high school, and they get along very well. The real trouble for Frank began when his special teacher suggested we "mainstream" Frank into a regular math class. I understand that Frank has the skills to do basic mathematics, but his reading problems hinder the teacher. Frank gets excited and upset when he can't do the work and he deteriorates into a real behavior problem. I have had to suspend him on a few occasions, and suspensions have become more and more frequent as he behaves more like a smart-aleck tough guy.

Frank has a history of low achievement and poor behavior dating back to grade school. His fourth grade teacher had him sent to the special class, and he seemed to do better there. But in junior high school he acted up quite a bit and spent time in the office and with an itinerant behavior-disorders teacher the system had at the time.

It has been a struggle with Frank all through his secondary school experiences. I believe that mainstreaming is most effective for the kids who can handle it. We've got two girls from the MMR class who take typing and one girl in business English. But these youngsters try hard and know how to behave.

Frank works best with his special class teacher, and he worked harder when he was in the special class full time. I feel his IEP should reflect this and he should be placed accordingly.

Social Milestones: I Addendum

Because I feel that one line on a cumulative folder is inadequate for these comments, I will add mine here.

Although Frank West is far behind on measurable academic levels, he has a vast store of general information that "keeps him going," and from which I can plan and motivate him toward academic tasks. Frank's low reading level and concomitant low self-esteem have been a problem for me, but in the special class I have been able to individualize instruction using his avid interest in sports as a base.

This year I have made significant progress with Frank although he is not yet at grade level. He has learned to read and write in sentences, and these new-found skills have helped him realize his own worth as a person and led him to greater behavioral control. This year Frank is a more confident young man, and with encouragement built upon his real and measurable strengths and skills, he will continue to improve.

B. Bremer

B. Bremer

Teacher

Student Number #773421 - A

Student Name Frank West

Address ~~1437 D. Moore drive.~~
~~162 Spring Street~~
~~68~~ Portage Road
Crescent Point, N.f.

I. Academic Milestones

9/27/69	-	IQ	74	-	Achievement 1.2
1/7/72	-	IQ	70	-	Achievement 2.3
3/19/75	-	IQ	72	-	Achievement 3.5

(Group Administered IQ and Ability Tests)

II. Social Milestones

(Teacher Comments Made at Year's End)

First: Poor Social Development ASD 6/68

Second: Immature ASD 69

Third: Shows interest in the world around him J. Kar

Fourth: Referred this child to retarded class - O'Neal

Fifth: " " " " " " -enrolled

Sixth: Gets along well with peers - OB.

Seventh: Making improvement controlling temper BBm.

Eighth: a definitely well behaved young man

Ninth: _____

Tenth: _____ Brennen

Eleventh: See attached

Twelfth: _____

Final average _____ Class Rank _____

Social Milestones: II Frank West

Once again I will use this expanded format to report on Frank's social development.

Frank is a normal, healthy adolescent boy who is trying out and trying on new roles and role behavior during these very difficult teenage years. He has had emotional outbursts and angry days from time to time, but too much attention has been paid to the symptom, rather than to the cause. Specifically, Frank is angry because he feels out of place in a classroom with children of low ability--some trainable mentally retarded. He feels that he should attend some classes with his friends; when this frustration builds, his anger shows. It is my professional belief that if Frank attended more than just shop and physical education with his peers, he would attain behavioral control much more rapidly.

B. Bremer

B. Bremer

Teacher of the Mildly Mentally Retarded

CRESCENT POINT PUBLIC SCHOOLS

CUMULATIVE RECORD # 773421-A

Contents: (Check as times are included)

_____ group test scores
dates:
_____ Individual IQ Scores
dates:
_____ psychological evaluation (necessary for SE Placement)
dates:
_____ Social Worker Report
dates:
_____ Parent Conference Reports
dates:
_____ Annual Report Card Summaries
dates:
_____ Behavioral Data - Citizenship

- _____ citations
- _____ clubs
- _____ hall and crossing guard
- _____ suspensions and expulsions

CRESCENT POINT PUBLIC SCHOOLS

Social Worker Evaluation January 6, 1972

J. Kane, Home-School Visitor

Because Frank West has been assigned to the classroom for the Mildly Mentally Retarded, I spoke to both Mr. and Mrs. West for information, explanation, and permission.

Mrs. West noted that Frank was a normal and healthy baby. Her baby book indicated that Frank passed through the normal developmental levels on time. Frank is the second of three children--two female siblings, ages 14 and 3. Frank is 11 years old.

Mr. West is a mechanic--a laborer who barely graduated from high school. He admits that he had trouble in school and praises the armed services for having taught him to read and for making "a man" out of him.

Mrs. West dropped out of Crescent Point High School in the middle of the ninth grade.

Mrs. West's home is clean but sparsely furnished. The majority of the decorations is a collection of Mr. West's bowling and rifle trophies.

Both older children were glued to the television set when I arrived and moved only once to refill a bowl of pretzels. The children's clothing was worn, ill fitting, but clean. The 14-year-old daughter, who has already begun to develop a "womanly" figure, wore a tightly fitting sweater two sizes too small.

Mr. West dominated all of the conversation. He asked his wife to begin supper and said, "I'll talk to the school folks, honey." Mr. West is happy that Frank will be placed in special education so he will get the help he needs.

J. Kane

J. Kane

Home-School Visitor

CRESCENT POINT PUBLIC SCHOOLS

SUMMARY OF PSYCHOLOGICAL DATA MILDLY MENTALLY RETARDED PLACEMENT

I. Testing Instruments

Slosson Intelligence Test

Peabody Individual Achievement Test

Informal Reading Inventory

Key Math

Informal Reading Inventory

II. Date of Testing

III. Results

On the Slosson administered most recently, Frank received a MA of 10.2, while his CA is 15 years.

On Slossons administered previously, Frank at a CA of 11.5 scored an MA of 7.3 and at CA 13.5 Frank's MA measured 9.3.

Peabody Individual Achievement Test

	raw score	grade equivalent	age equivalent
math	47	5.9	11.5
reading	28	2.8	8.0
reading comprehension	24	2.4	7.5
spelling	28	2.8	8.0
general information	46	5.8	11.2

Key Math

Key Math total test scores gave Frank a grade equivalency of sixth grade, approximately in line with his score on the mathematics subtest of the Peabody Individual Achievement Test.

In the computation Frank was able to do all of the addition, subtraction, multiplication, and division problems, and some fraction computations. His score was lowered by his inability to solve word problems--even the few simple ones on the test.

Informal Reading Inventory

This technique of evaluating a child's reading performance involves the child's reading selected passages from a basal reading series in ascending order and answering questions on each passage. The test determines four levels of the child's performance.

1. Independent--the level at which the child can read and understand with complete facility.

2. Instructional--the level at which the child can be taught and the material is relatively easy for him.

3. Frustration--the level at which a child's reading performance breaks down and at which he is too frustrated in his attempts to deal with the material to learn effectively.

4. Capacity--the level at which a child can understand material read to him.

Frank's performance on this measure yielded the following results:

Independent level	- Grade 1
Instructional level	- Grade 2
Frustration level	- Grade 2.2 to 3.1
Capacity level	- Grade 4

The type of reading errors evidenced by Frank on this reading inventory were: dropping word endings; miscalling determiners such as the, that, where, etc.; substitutions of vowel sounds and some omissions. He seem to try to identify words by configuration and showed poorly developed word attack skills. Even on his instructional level he showed much hesitation and jerky reading patterns. His inability to attain a capacity level of more than fourth grade is felt by the examiner to be a result of

poor attending skills caused by hyperdistractability rather than weak mental comprehension.

Based on the evidence gathered on this diagnostic instrument, it can be hypothesized that Frank will be unable to make any gains in reading unless his level of instruction is brought into line with his ability to handle the reading material and he is given specific instruction in the hierarchical continuum of reading skills development beginning at this level.

REPORT CARD SUMMARY SHEET

FINAL AVERAGES

First Grade

Reading Readiness	-	Poor
Social Skills	-	Poor
Math	-	Poor
Handwriting	-	Poor
Motor Development	-	Satisfactory

Second Grade

Reading		
Comprehension	-	Poor
Word Attack Skills	-	Poor
Math	-	Average
Social Development	-	Poor
Motor Development	-	Poor

Third Grade

Reading		
Comprehension	-	Poor
Word Attack Skills	-	Poor
Social Studies	-	Poor
Language Arts	-	Poor
Science	-	Poor
Math	-	Average
Social Development	-	Poor
Physical Education	-	Poor
Music/Art	-	Average

Fourth Grade

Reading	-	D
Social Studies	-	D
Language Arts	-	D
Science	-	F
Math	-	C
Social Development	-	D
Physical Education	-	B
Music/Art	-	C

Fifth (enrolled in special education - Mildly Mentally Retarded)

	5th	6th
READING		
comprehension	B	A
word attack	B	B
oral reading	C	B
MATH		
operations	A	A
concepts	B	A
LANGUAGE ARTS		
usage	B	B
	C	B
SOCIAL STUDIES		
Family	C	C
Community	C	B
The World Around Us	C	B
SCIENCE	C	C
GEOGRAPHY	C	B
MOTOR		
perceptual motor	satisfactory	satisfactory
gross motor coordination	satisfactory	satisfactory
fine motor coordination	satisfactory	good
SOCIAL SKILLS BEHAVIOR	satisfactory	good

SEVENTH GRADE

MMR - Bremer

Language Arts	B	Bremer
History	B	Bremer
Science	B	Bremer
Math	B	Bremer
PE	D	Schrader
Shop	D	Butonelli

EIGHTH GRADE

MMR - Bremer

Language Arts	C	Bremer
History	B	Bremer
Science	B	Bremer
Math	C	Bremer
PE	F	Fine
Shop	D	Butonelli

NINTH GRADE

MMR - Bremer

Language Arts	B	Bremer
History	A	Bremer
Science	B	Bremer
Math	A	Bremer
PE	D	Fine
Shop	D	Butonelli

PARENT - Mr. West

I am Frank's father and I'm angry that I had to call in sick at the plant so that I could be at this meeting today.

Just what are these school people doing? My kid is punished every other week for all sorts of reasons, then my wife and me have to show up to talk about the problem.

Frank is 15½ years old--almost 16--and he doesn't care too much for school. "Boring," he says, and I sympathize with him. At his age I was more interested in cars, girls, and going to the army than I was in books. But, dammit, it is the school's responsibility to motivate kids. All the kids, not just the sweet, goody-goody, "yes, maam" kind. That's why they hire college degree people, isn't it? So they have educated teachers who know all the latest things and know how to get a kid like Frank interested in reading and math.

And I'll tell you another thing. Frank isn't the brainiest kid in the world, but he's no retard, either. Why, there are kids in that retard class who can't write their own names and I've seen them--they won't be living on their own, either. When my wife and I gave permission to special class back when Frank was in fourth grade, we were told that Frank needed some remedial help. We never would have signed a thing if we had known that he was never going to get out.

But anyhow, Frank was real excited when he got into that regular math class. His special teacher told us about a new law and that Frank was ready to get mainstreamed. Well, it seems that the math teacher doesn't want to work with any kid who isn't right up there at the grade level. He gave Frank a real rough time about his reading problem and what started out as a good experience for my boy has turned into a disaster.

Now, I'd be the first to admit that he is no angel. Once in a while he smokes in the bathrooms and gets a little angry. He's got a flaming temper like his mother. But some of these teachers pick on him--tell him they're sending him back to special education. Frank tells us that the work in the EMR room is babyish and he wants some real high school work to do. Frank's scared he'll be sent back to special class full time.

I mean really--in this day and age of men on the moon why can't these teachers get to Frank, talk with him, use the right stuff, and get him interested enough in learning. I know myself that I would have dropped out of high school if one teacher hadn't taken time to talk to me--to believe in me. And back then teachers weren't in unions making big money. Back then they cared about kids more than they do now. The problem is a little bit Frank but a lot the school.

VOCATIONAL EDUCATION GUIDANCE COUNSELOR

I am the voc-ed guidance person at Crescent Point and it is my responsibility to counsel students as to appropriate avenues of employment and skill training for their post-high school experiences.

Frank West is a real problem in this area. Since he is not yet 16 years old, I cannot place him in a full-time work study program, and from our previous conversations, I don't believe that he would go out on work-study anyway. He says he wants to learn to read and then go into the army when he graduates. I assured him that those are fine aspirations, but that he will have to learn to behave in school before he has a chance at graduating.

During our last conversation, Frank complained that two of his teachers are "out to get him" and when he called them a highly obscene name, I had him suspended from school. I told him that adults will not stand for talk like that and he had better learn fast if he wants to get ahead in this world.

I have been meeting with Frank on an informal basis, usually once a week. These meetings take place when he has been dismissed from a class and is awaiting a conference with the principal. Naturally Frank is not in the best of spirits at these times so I try to calm him down. On one occasion he wiped away tears because this was to be his third demerit and he would be suspended again. It is sad to see a young boy with so many strikes against him. He comes from a "poor" home, where there is little motivation toward school, he is in a special class where some of the kids are retarded and limited, and has has a short fuse that continually gets him in trouble. I'd be willing to work with the boy if he'd come half way. I see other children who at least make an attempt to clean up their language and try to listen and behave. But Frank can't seem to conform. I would rather spend my time working with students who appreciate my efforts.

MATH TEACHER

I am glad that I was invited to this meeting. I understand that the special education people are required to write an Individual Education Plan (IEP) on each special student to assure that each child is placed properly. And that is exactly why I am here. I want to say, for the record, that Frank West is inappropriately placed in my math class.

When I spoke to Frank's special class teacher I made it clear that I was willing to experiment with Frank. I'd seen him around--a sort of surly, withdrawn kid--but he didn't look as retarded as the others in that class. His teacher said that Frank was ready to do more math work, and she told me that he could add, subtract, multiply, and divide, and that he had a good understanding of multiple operations. Well, the kids in my class, which is business and shop math, can do about that much. Frankly, some do much less, but I figured that Frank would fit right in.

Well, his teacher was right. Frank has all of the operations down, but the kid can't reach much beyond a second grade level! What that means is he can't follow directions in his math book when I assign a page, and he can't read any of the word problems, banking directions, puzzles, or anything else. And, to top it all off, his penmanship is horrendous! He can barely do any cursive writing.

I sympathize with the special education teacher's situation here. The pendulum swings again, and now we're turning handsprings trying to include the slower kids in the "mainstream." I think it's a fine idea for those who can do the work. But I have 18 other kids in Frank's math class, and I can't spend all my time with Him He knows he's below average. Don't make it worse on Frank by keeping him in my room. Put him back where he belongs.

SHOP TEACHER

I am the industrial arts teacher at Crescent Point High School. I've been here for 12 years and I teach basic manual training, metal, and automotive shop. I have had Frank in my classes all three years.

Kids, they're all the same to me. Special education kid, slow learner, tough guy, you name it. We set up the rules right away and none of them give me any major trouble or back talk.

Now, we all know that the kids who take the entire sequence of Industrial Arts courses are not your college-bound, upper middle class kids. The kids I teach are the potential dropouts, blue collar, and military material. I teach them to work quickly, efficiently, to get the job done on time, and to obey orders--all the skills they'll need to hold down a job later on.

Frank West is good with his hands, but I don't subscribe to the old theory that if a kid doesn't have it with his head, he's a whiz at manual arts. No, a student who is weak in some areas is usually weak in all areas--and West is no exception.

He follows directions well enough, but I always pair him up with one of the better readers in the group. West can barely read but he pays attention and gets his jobs finished. I do some basic reading with the guys who can't read. I go over new words that apply to each project and have the kids read, write, and spell each one before they begin a new project. West learns the words well enough, will get them on paper into sentences, if he feels like it, and remembers them pretty well. The boy can really do it if he tries.

But I can't hold up the whole class for the few who have special problems, and when West gets behind he's not the kind of kid you're dying to help. He gets mean. I caught him smoking in the auto body shop (he was trying to avoid a difficult assignment), and I explained that I'd have to turn him in. He cussed something fierce and slammed a hammer into a pile of metal scraps. When he's angry he mutters under his breath--he wouldn't dare talk to me that way out loud--and he is a very difficult kid to get along with.

I'm not suggesting that he be removed from shop. No, he needs the mechanical skills so he won't end up on welfare, leeching off the taxpayers' money. But there's a lot of water gone under the dam. He's not a kid I particularly want to work with, but he should graduate from high school. If he'd quit fooling around and change his attitude, he could make it.

Step Seven: Use an LRE Checklist

Purpose: To learn one approach to helping ensure that LRE requirements are met

Time: 1 Hour

Strategy: Simulation

Materials:

- Copies of a LRE Checklist and directions for each staff member
- Copies of IEP written for Step Six

Activity Directions:

I. Orally review the concept of LRE

A. Use Transparency 1 from Step One.

B. Emphasize that mainstreaming is the least, least restrictive environment.

II. Give copies of the checklist and the directions to each staff member. Read and discuss each segment of the checklist and directions.

A. Ask the participants to work in pairs

B. Using the Step Six IEP, have them complete this LRE Checklist to determine recommended placements for the Step Six student.

III. In large group fashion, discuss the responses that each pair marked on its respective checklists.

A. What are the advantages of the checklist?

B. Whar are the disadvantages?

C. How will this checklist affect student placement?

D. Who benefits from use of the checklist?

E. What adaptations on the checklist would be necessary prior to implementing it in this school?

F. How does this checklist compare to the required LRE Checklist filled out in Step Six?

G. Did both checklists reach the same conclusion for placement?

BEST COPY AVAILABLE

LEAST RESTRICTIVE ENVIRONMENT CONSIDERATIONS CHECKLIST

Student's Name _____ Date of IEP _____

CONSIDERATIONS FROM IEP	SERVICE OPTIONS: regular class	supplemental/itinerant service	resource room	self-contained class	special day school	residential program	homebound
1. Curricula Needs	Instructions: Check curricula needs, list subjects per option, and indicate minutes per day for each applicable setting. Must add to total instructional time in the school day.						
__specially designed regular instruction							
__alternative (mild)							
__alternative (moderate/severe/profound)							
2. Non-instructional Interaction with regular Students	Instructions: Indicate percent of interaction with regular students afforded by each applicable service option.						
3. Other Student Needs	Instructions: Check and/or specifiy need(s) and, for each need, indicate ability or inability of each applicable service option to meet other student needs. Yes (✓) No (-)						
Related Services:							
__speech therapy							
__occupational therapy							
__counseling							
__school health services							
__behavior interventions (describe)							
__other (describe)							
Special Equipment (specify)							
Other Needs (describe)							

DETERMINE PLACEMENT BY REVIEWING ALL CONSIDERATIONS. SELECT THE PLACEMENT WHICH MEETS THE STUDENT'S CURRICULA AND OTHER SPECIAL NEEDS AND PROVIDES THE GREATEST OPPORTUNITY FOR INSTRUCTIONAL AND NON-INSTRUCTIONAL INTERACTION WITH NON-EXCEPTIONAL STUDENTS.

RECOMMENDED PLACEMENT: _____

INSTRUCTIONS AND CRITERIA FOR DETERMINING
LEAST RESTRICTIVE ENVIRONMENT

(Using this LRE Checklist)

Step I:

Review the student's IEP and check the appropriate curricular needs and other special needs (Sections 1 and 2) found in the extreme left-hand column of the checklist of considerations. If checked, describe behavioral interventions, other related services not listed, special equipment, and other needs.

Step II:

Review the curricular needs noted for the student, the student's present levels of performance, and the service options listed across the top of the form. Moving from left to right, indicate the service option settings where the student's curricular needs could be appropriately addressed. Specify the subjects to be taken by the student in each applicable setting and the minutes per day to be spent in each service option. Do Not consider the current availability of the instructional program in the service options. Document explanation for decisions on the back of the checklist.

Step III:

Indicate the percent of interaction with regular students afforded by each applicable service option. Noninstructional activities include recess, lunch, clubs, intramural sports, etc.

Step IV:

Review the student's other special needs. Indicate the ability (✓) or inability (-) of each applicable service option to meet the student's required other special needs. Do Not consider current availability of the service required. In addition to these general criteria, consider the specific criteria listed below:

A. Related Services

1. Speech Therapy

Speech therapy is usually directly delivered to the student on an itinerant basis. However, depending on the level of intervention needed by the student, it may be delivered to the classroom teacher on an indirect or consultative basis.

2. Occupational Therapy

Occupational Therapy may also be delivered in a variety of service option settings depending on the level of service needed by the student (see discussion above).

3. Physical Therapy

Physical Therapy may also be delivered in a variety of service option settings, depending on the level of service needed by the student (see speech therapy discussion). In some cases, the provision of direct physical therapy may be limited to a more restrictive setting because of the need for nonmovable equipment. In these cases, the student's special equipment needs must be specified in the student's IEP and on the checklist of considerations. Portable equipment needs and the convenience of the therapist cannot be used as justification for placement in a more restrictive setting.

4. Counseling

Counseling may generally be provided in any service option setting.

5. School Health Services

School health services may generally be provided in any service option setting. See criteria under "other needs" for documentation of health problems which may require special environments, care, and concomitant health services.

6. Behavioral Interventions

Behavioral Interventions can occur on many levels ranging from consultation with a regular teacher to an integrated program of behavioral therapy which requires direct services and the participation of the faculty and staff of a program or school who have been specifically trained in behavioral techniques.

Behavioral needs should be considered in the LRE determination ONLY when objectives and specific behavioral interventions are written in the IEP. Both behavioral excesses and behavioral deficits should be considered. However, if the student's need is to learn how to interact appropriately with normal students, the service option must afford the opportunity to practice these behaviors.

Removal of a student from a regular classroom is only justified when the behaviors are occurring in a broad range of environments including the classroom, the school, the home, and the community.

Only behaviors which have occurred in the last year should be considered.

Any IEP and placement review which is conducted because of disciplinary procedures shall meet these criteria and be in compliance with Section 459 of the Regulations for Implementation of Act 754.

B. Special Equipment

Special equipment may be required to meet the curricular and related service needs of individual students. All such requirements must be listed; only the need for non-portable equipment may be considered as justification for placement in a more restrictive setting.

C. Other Needs

Other needs include any needs of the student specified in the IEP which are not listed above. Any special medical problems of the student are to be addressed here if the need is documented by a physician and included in the Integrated Evaluation Report, and the need requires environmental controls for the identified medical problem specified in the IEP.

Step V:

Review all considerations--curricular needs, other special needs, and opportunities for noninstructional interaction with regular students--and indicate the recommended placement. The recommended placement is the appropriate alternative setting as specified in Act 754 regulations (Section 910). Placement Is Not the specific school to which the student will be assigned. School assignments are made by the school system in accordance with local policies and procedures and the recommended placement.

Step Eight: Simulations

Purpose: To practice developing individual programs that are within the LRE guidelines and the guidelines developed for the school mainstreaming program

Time: 1 Hour

Strategy: Simulation

Materials:

- copies of simulation materials for Rosalie and Mark
- copies of the LRE checklist (two per participant)
- overhead projector
- transparencies 5, 6, and 7

Activity Directions:

I. Briefly present an oral review of the LRE checklist; use transparency 5.

Impress upon participants the need to consider reasonable accommodations for an option that initially may not appear to meet the student's learning needs. These considerations protect a student from being automatically excluded from a more normal learning environment because it currently cannot accommodate a student with special learning needs. It is the responsibility of both regular and special educators to make changes in current options to allow these students to remain in normal educational settings as much as possible. The trainer at this point may wish to discuss with participants ways in which these accommodations can be made, such as:

- taking special services into the regular classroom (itinerant services, team teaching, consultation services for regular class teachers, adding special media or materials to the regular class).
- using resource room in conjunction with regular class placement.

- coordinating and collaborating between the regular and special education teachers.

- modifying physical barriers in regular education environments.

The concept of adapting options to meet student needs will be useful to participants when they engage in the simulation activities in this section; therefore, the trainer should spend time stressing this aspect.

II. Simulation One: Mark (entering from another state)

A. Divide the participants into groups of three or four

B. Give each group a copy of:

1. Mark's present educational levels,

2. the three options, and

3. the LRE checklist.

C. Have each group determine the least restrictive educational setting for Mark by receiving the materials and making the checklist.

D. Discuss as a large group using Transparency 6.

III. Simulation Two: Rosalie (entering from another state)

A. Explain that Rosalie has just entered this school district from another state; she is 10 years old.

B. Give each participant a copy of:

1. Rosalie's IEP,

2. the two options, and

3. the LRE checklist.

C. Follow the same procedure as in II: Mark.

D. Use Transparency 7 as a guide for the large group discussion.

(Simulations adapted from: Placing Handicapped Students in the Least Restrictive Environment: A Model for Decision Makers; The Pennsylvania Department of Education Bureau of Special Education and The National Learning Resource Center of Pennsylvania, 1979.)

ANALYZE STUDENT INFORMATION

ANALYZE PLACEMENT OPTION INFORMATION

"Mark"

PRESENT EDUCATIONAL LEVELS

ACADEMIC ACHIEVEMENT

Math: Mark has grade-appropriate money and time concepts. He rote counts to at least 100. He is unable to demonstrate knowledge of basic number facts and computational skills. Mark appears to benefit from a contrete approach to mathematical concepts.

Reading: Mark has good sight vocabulary and word attack skills. He has difficulty comprehending the main idea of paragraph, but can state details with accuracy. He can read and follow one-step directions, but becomes confused with multi-step directions. He works well with one-to-one interaction, but becomes bored and frustrated in reading groups or class activity.

General Work Skills: Mark does not complete assignments independently. He becomes frustrated when he does not understand directions. Mark shows improvement in this area when he is given individual attention.

Social/Emotional Adjustment: Mark has frequent, often violent outbursts when participating in large group academic activities. When the activity is more recreational, he interacts with peers easily. Mark has poor attention and concentration. He taps his fingers on tables, can't sit still for more than a minute or two. He instigates fights with peers. Removal from the group seems to calm him. He seems to perceive himself as bad, says things like, "I'm not smart enough" or "I can't do anything right."

(Mark)

FOURTH GRADE CLASS WITH RESOURCE ROOM SUPPORT

OPTION 1

curriculum

The fourth grade curriculum covers a wide range of content areas, including reading, mathematics, English, science, social studies, spelling, physical education, music, and art. Reading and mathematics instruction is conducted in groups of 10 to 12 students with ability levels ranging from 3.0 to 5.0. The teacher encourages independence of the students in the groups and allows the students to organize projects with minimal assistance. Behavior management systems are not used in this environment. The class would provide appropriate role models for Mark.

learning style
curriculum
learning style

learning style

social/psychological

The resource room program provides individual and small group instruction (4-5 students) in the academic areas of reading and mathematics as well as opportunities for social activities within a structured setting.

learning style
curriculum
social/psychological

Students operate under work contracts, with the teacher and aide systematically reinforcing achievement.

learning style

The school provides psychological, speech, health, and transportation services through the intermediate unit. Crisis intervention service is also available through the school's counselor. The school is located 15 minutes by bus from Mark's home. He would normally attend this school.

related services

(Mark)

FULL TIME CLASS FOR SEVERELY/EMOTIONALLY DISTURBED (SED) STUDENTS IN A SCHOOL DISTRICT ELEMENTARY SCHOOL

OPTION 2

curriculum

related services

learning style

learning style

social/psychological learning style

social/psychological

The curriculum of this class is commensurate with first through fourth grade levels. Instruction is provided in academic and nonacademic areas, including math, reading, spelling, language skills, science, social studies, physical education, music, art, and socialization skills. Psychological counseling, crisis intervention, speech, transportation, and health services are provided. Teacher and aide use strategies of positive reinforcement and feedback of appropriate learning and social behaviors. Techniques of work contracts, one-to-one instruction, and small work groups provide an opportunity for independence, success, and acceptance with teacher and peer group. The teacher of this class uses progression from teacher-directed to student-directed behavior. The maximal enrollment in this classroom is 12 students to a teacher and an aide. Integration with peers from the regular classroom is provided through activities such as music, art, physical education, lunch, and transportation to and from school. This facility is located within a 30-minute bus ride of Mark's home.

(Mark)

SED CLASS IN A SPECIAL FACILITY

OPTION 3

curriculum

Curriculum is designed to provide instruction at the first through fourth grade level. Academic and nonacademic areas include math, language, reading, social studies, science, spelling, socialization, self-help, music, art, and physical education.

related services

Psychological, speech, hearing, transportation, and health services are provided in this program. In addition to adaptations in materials for educational levels, some materials are specifically designed to meet self-concept and social needs.

media/materials

Behavioral management is used in an effort to encourage the student to progress from teacher-directed behaviors to self-directing his behavior, independently and appropriately. Small group and one-to-one instructional settings are used. The pupil/teacher ratio is 12 students to one teacher and two aides. The program is segregated from regular school settings. It is located 20 minutes by bus from Mark's home.

learning style

social/psychological learning style

IEP Summary of Student Needs

(Mark)

A. Curriculum
   1. Academics
      a. Math - simple computation
      b. Reading - paragraph comprehension
   2. Social/Emotional
      a. Social/Emotional Adjustment - appropriate for small group behavior

B. Related Services
   1. Counseling/crisis intervention
   2. Bus transportation

C. Learning Style
   1. One-to-one interaction; teacher-student
   2. Small group interaction
   3. Behavior management

D. Social/Psychological
   1. Peer behavioral models

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Date for review of the IEP Plan:

Student's Name: _____ Present Date: _____

Parents'/Guardians' Names: _____ Date of Birth: _____

Parents' Address: _____ School District: _____ I.U.: _____

Phone: _____ School: _____ Grade/Program: _____

Person Responsible for Maintenance and Implementation of IEP: _____ Phone: ( ) _____

Rosalie

Class Assignment(s) and Services	Date Started	Expected Duration	Extent of Participation Regular Education	Staff
Bus transportation				
Physical therapy				
Speech services				

IEP Planning Meeting Participants:

Participants' Names:

Signatures: Signature indicates acceptance of this Individualized Education Program

[1]Local Education Agency Representative	Ms. Lauri Maxwell	
[2]Parents, Guardians, or Surrogate Parents	Mrs. Sally Murphy	
Student		
[1]Teacher	Ms. Kathy Warick	
[3]Evaluator	Ms. Michelle Wilson	
Other		

1 Must attend.
2 If the Parent, Guardian or Surrogate Parent does not attend, documentation of attempts to gain his/her participation should be attached.
3. Must attend if the student is newly identified as exceptional. This individual may be a member of the evaluation team or another person who is knowledgeable about the evaluation procedures and results.

Instructional Area: Self-help Skills

Present Educational Levels: Rosalie can place her shoes on the correct feet, cross her shoelaces, and pull them tight. However, she needs physical prompts to complete making the bow.

Rosalie is toilet trained and can feed herself.

Annual Goal: Rosalie will independently tie her shoes.

SHORT-TERM OBJECTIVE	OPTIONAL: INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
1. With the use of physical and/or verbal prompts, Rosalie will tie a single loop knot. 2. Rosalie will independently tie a single loop knot. 3. Rosalie will independently tie a double loop knot.		1-3. Frequency of performance on objective.	1. 90% independence/10 consecutive trials. 2-3. 90% accuracy/10 consecutive trials.		

Instructional Area: Psychomotor Skills

Present Educational Levels:

Gross Motor: Rosalie can sit unaided and can stand, with support, for approximately 20 minutes. She is ambulatory when given total physical assistance. Rosalie can use a wheelchair independently.

Annual Goal: Rosalie will increase mobility in the classroom using a walker or rolator.

SHORT-TERM OBJECTIVE	OPTIONAL: INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES: EVALUATION PROCEDURES TO BE USED (CONDITIONS)	EVALUATION OF INSTRUCTIONAL OBJECTIVES: CRITERIA OF SUCCESSFUL PERFORMANCE	DURATION OF OBJECTIVES (OPTIONAL): DATE STARTED	DURATION OF OBJECTIVES (OPTIONAL): DATE COMPLETED
1. While standing at a handrail, Rosalie will alternate sliding her feet forward and backward.	Handrail	1. Physical therapist and teacher documentation of performance.	1. 90% independence/5 consecutive days.		
2. While standing at a handrail, Rosalie will alternately raise and lower each foot approximately three inches from the floor.		2. Physical therapist and teacher documentation of performance.	2. 90% independence/5 consecutive days, given verbal prompts.		

Instructional Area: Academic Achievement

Present Educational Levels: Communication Skills: Rosalie attends to verbal stimuli. She identifies pictures of nouns, verbs, and 16 out of 25 adjectives. She is able to follow a two-step command. Rosalie names approximately 35 objects. She can initiate adjective-noun phrases when responding to "What is this?" Spontaneous speech consists of one- and two-word phrases. Intelligibility, volume, and rate are within normal limits.

Annual Goal: Rosalie will improve communication skills.

SHORT-TERM OBJECTIVE	OPTIONAL INSTRUCTIONAL METHODS/MEDIA /MATERIALS	EVALUATION OF INSTRUCTIONAL OBJECTIVES		DURATION OF OBJECTIVES (OPTIONAL)	
		EVALUATION PROCEDURES TO BE USED (CONDITIONS)	CRITERIA OF SUCCESSFUL PERFORMANCE	DATE STARTED	DATE COMPLETED
1. Rosalie will increase her production of three four-word phrases in a one-to-one setting.	Emerging Language Program	1. Performance on task.	1. 90% accuracy/ five consecutive sessions.		
2. Rosalie will increase her production of three four-word phrases in spontaneous speech.	Small group activities	2. Performance on task.	2. 90% accuracy/ two consecutive weeks.		
3. Rosalie will move from the story area to the door (approx. four feet), using the sliding motion forward.	Walker or Rolator	3. Teacher observation.	3. 90% independence/10 consecutive days.		

(Rosalie)

FULL-TIME CLASS FOR THE MODERATELY MENTALLY RETARDED IN AN ELEMENTARY SCHOOL

OPTION 1

learning style
curriculum

curriculum

media/materials

learning style

related services
physical characteristic

The class has a ratio of one teacher and an aide to 12 students. Small group instruction is provided in academic readiness skills and language. In addition, training is provided in the areas of self-help, pre-vocational, vocational, and socialization skills. Student ability levels in social and academic areas range from 3.5 to 6.5 years. Art, music, and physical education are also provided. Media and materials that are appropriate for a moderately handicapped student are accessible in the classroom. Teaching strategies include positive reinforcement, small group instruction, and task analysis.

The school provides speech, adapted physical education, and health and transportation services. Presently, it is not equipped to accommodate nonambulatory students. Non-handicapped students are reverse mainstreamed into the classroom.

The program is 10 minutes by bus from Rosalie's home.

(Rosalie)

CLASS FOR MULTIHANDICAPPED IN A SPECIAL FACILITY

OPTION 2

curriculum	The curriculum includes academic readiness skills, mathematics, language arts, self-help, prevocational skills, art, music, and physical education. Student ability levels
media/materials	in social and academic skills range from 2.5 years through 5.5 years. Special media and materials are available, including
learning style	modified eating utensils and communication devices. Teachers and aides use strategies of small and individual instruction, behavior management, positive reinforcement, and peer interaction. Teacher/pupil ratio is eight students to one teacher and two aides.
related services	Itinerant services are provided for speech and physical therapy. In addition, the school provides transportation and health services.
physical characteristic	Modifications have been made in architecture and transportation to provide a barrier-free environment for the student. Standing
materials	tables, wheelchairs, railings, and ramps are accessible for maximum mobility. The school is 20 minutes by bus from Rosalie's home.

IEP SUMMARY OF STUDENT NEEDS

(ROSALIE)

A. CURRICULUM

1. SELF-HELP; SHOE TYING
2. GROSS MOTOR SKILLS; MOBILITY WITH WALKER ASSISTANCE
3. COMMUNICATION SKILLS; USE OF THREE- TO FOUR-WORD PHRASES

B. RELATED SERVICES

1. TRANSPORTATION
2. PHYSICAL THERAPY
3. SPEECH SERVICES

C. MEDIA MATERIALS

WALKER OR ROLATOR

D. LEARNING STYLE

SMALL GROUP INSTRUCTION

E. PHYSICAL CHARACTERISTICS

1. HANDRAIL RAMPS
2. MODIFIED TABLES

Step 9: Design Working Models

Purpose: To acquaint staff members with alternate systems for monitoring, tracking, and grading mainstreamed students. Following the completion of this step, the staff should be able to select a system that best meets its needs.

Time: 1 Hour

Strategy: Oral presentation and large group discussion. Development and adoption of a school specific system.

Materials:
- copies of the alternate systems suggested for tracking, monitoring, and grading

Activity Directions:

I. Monitoring all students receiving services

A. Briefly explain what is meant by a "monitoring system." (See page 68).

B. Give each participant a copy of "Monitoring 1, 2, and 3."

C. Review each proposed system.

D. Solicit suggestions for adaptations of these models which would be appropriate for this school.

II. Tracking each student

A. Briefly explain what is meant by a "tracking system."

B. Give each participant copies of "Tracking 1 and 2."

C. Review each proposed system.

D. Solicit suggestions for adaptations of these models that would be appropriate for this school.

III. Grading

A. Briefly explain the school building level policies and recommendations for grading special education students in the regular school program. Mention that handicaps should not be the basis of grades given. Grading and reporting systems should consider each student's current level of performance, his/her readiness for future instructional units, the quality of effort exhibited by the student, and the relative improvement of the student's performance.

Grading procedures for handicapped students need not follow the traditional format. However, it is recommended that special education students and a regular education student who participate in the same class be graded by like procedures, unless the special education student's IEP indicates otherwise, Numerous grading practices are currently being used nationally.

In addition, handicapped students should receive the same style of report cards as those given to non-handicapped students. It is recommended that report cards for handicapped students include performance levels, anecdotal notes, and additional information relative to the student's educational performance.

B. Give each participant copies of "Grading 1, 2, 3, and 4."

C. Review each proposed system.

D. Solicit suggestions for adaptations of these models which would be appropriate for this school.

IV. Graduation

A. For secondary schools, review the systems and diplomas in the same manner as above. Discuss the issues that handicapped students who are appropriately placed in regular education programs are able to meet existing graduation requirements. These students are given the same considerations as are regular students when evaluating progress is determining fulfillment of graduation requirements.

Some handicapped students are able to meet the standard criteria for graduation but because of their handicap require program modifications. Three types of modifications are:

1. course substitution,
2. modifications in curriculum, methodology, evaluation of materials, and
3. the allotment of additional time for completion of degree requirements.

Some handicapped students are not able to meet the standard criteria for graduation and will be pursuing a Certificate of Achievement. To earn a Certificate of Achievement students must successfully complete 70% of their annual goals as indicated on

their IEPs. Many of these students can, with program modifications, earn Carnegie units in some courses but are unable to earn enough units to meet the requirements to graduate with a high school diploma. These students should be allowed to attend classes, where appropriate, to earn Carnegie units. By being provided program modifications as needed, students will still be given the same considerations as those given to regular students when evaluating the program in determining fulfillment of course requirements.

V. Small Group Activity:

A. Have the participants form groups of four or five. Assign one of the following tasks to each group. Allow 15 minutes.

B. Tasks:

1. Using the supplied information, design a tracking system for this school.

2. Using the supplied information, design a monitoring system.

3. Using the supplied information, recommend an approach to grading that would be appropriate for special education students in this school.

For purposes of this packet, the term "monitoring" refers to data collection and record keeping procedures used by a system in overseeing the services provided to special education students.

Monitoring charts typically include the names, placements, pertinent dates, and services received by all special education students within the school.

Recommendations for monitoring student programs:

Assign three staff members to each student referred for special services. The staff should include:

1. a regular teacher,
2. a special education teacher, and
3. a third party to act as "case manager."

   The case manager:

   - acts as an internal child advocate during staffings,
   - occasionally monitors the student to ensure that IEP goals and objectives are being met,
   - prepares formal paperwork necessary for updates, annual reviews, or three-year re-evaluations, and
   - ideally, takes a personal interest in the student's educational progress.

Sample SBL Committee Monitoring Chart

Place a (✓) in the appropriate column.

NAME	GRADE	REFERRAL: STAFF	REFERRAL: PARENT	REFERRAL: OTHER	LENGTH OF SERVICES: SHORT TERM	LENGTH OF SERVICES: LONG TERM	DIRECT SERVICES: STUDENT: DIAGNOSTICS	STUDENT: GROUP	STUDENT: INDIVIDUAL	STUDENT: CRISIS INTERVENTION	PARENT: SOCIAL HISTORY INTERVIEW	PARENT: FAMILY GROUP	PARENT: INDIVIDUAL	PARENT: CRISIS INTERVENTION	INDIRECT SERVICES: CONSULTATION: STAFF CONFERENCE	MULTIDISCIPLINARY TEAM MEETING	IEP MEETING	CLASS OBSERVATION	SOCIAL HISTORY REVIEW	ADMINISTRATION	TEACHER	PUPIL APPRAISAL PERSONNEL	PERIPHERAL STAFF	AGENCY NAME	OTHER PROFESSIONAL SERVICES

Grade One Student	SBL Case Manager	ACADEMICS					NONACADEMICS			RELATED SERVICES			
		Reading/English	Math	Science	Social Studies	Language	P.E.	Art	Music	Speech/Language	Counseling	Transportation	O.T.
Grade Two													
Grade Three													

Directions:
(Group students by grade levels)
1. To be completed by the SBL Committee
2. Mark "S" if student is receiving special education services.
3. Mark "R" if the student attends a regular class.

(To be completed by each teacher and kept in an SBL committee file.)

Name:

Subjects Taught:

Check the options for student performance that you will allow in your classroom.

_____ student can tape class lectures.

_____ class lectures are available on tape.

_____ textbook (or chapters) are available on tape.

_____ student can complete assignments in written format.

_____ student can complete assignments by orally responding.

_____ student can complete assignments by putting responses on tape.

_____ student can be given alternate forms of task completion format (e.g. individual project, individual field trip report, use of an alternate text).

_____ other. (Explain)

Name _____

Date _____

PRESENTING PROBLEMS

School Achievement
Acting-out behavior
Withdrawal
Social Adjustment
Physical Concerns
Other

BEHAVIOR MODIFICATION

SUGGESTIONS

Classroom Adjustment
Home Contact
Class Observations
Extra Assistance
Pre-Referral Screening
Other

PROGRESS FROM SUGGESTIONS

Good
Moderate
Poor
Other
Drop

SPECIAL COMMENTS

Adapted from Student Support Services, Wheaton Public Schools, Wheaton, Illinois

Student _____

	DATES		INDIVIDUAL RESPONSIBLE (Initials)
	Beginning	Ending	
Peer tutoring or volunteer tutoring	_____	_____	_____
Behavior modification techniques	_____	_____	_____
Changing the student's instructional group	_____	_____	_____
Use of supplemental texts and materials	_____	_____	_____
Increase/decrease structure of task	_____	_____	_____
Changing the student's teacher	_____	_____	_____
Changing physical arrangement of the room	_____	_____	_____
School-based counseling	_____	_____	_____
Arranging for correction of sensory deficits (e.g.; vision, hearing)	_____	_____	_____
Preferential seating	_____	_____	_____
Simplifying the student's work	_____	_____	_____
Emphasizing visual/auditory approach	_____	_____	_____
Providing experience-based instruction	_____	_____	_____
Providing more frequent opportunity for practice	_____	_____	_____
Using specific remedial programs (e.g.; language experience, tactile-kinesthetic, etc.)			

OTHER:

OTHER:

Adapted from the "Intensified Inservice Program" of Avoyelles Parish Schools, Louisiana.

ASSESSMENT

Grading or charting the progress of handicapped students may require more frequent and specific progress charting in order for the teacher to determine the appropriateness of instruction. It is desirable to have alternative methods of testing handicapped students. Testing procedures can easily be adapted to the student's preferred learning style. The table below is a list of suggested adaptive procedures.

Alternate Methods of Assessing Student Progress

Types	Procedures
Oral tests	Teacher, paraprofessional, peer or other may administer the test orally.
Shortened format	Reduce the number of test items or remove abstract or items of high difficulty.
Levels of questions	Present items on more concrete level.
Frequency of testing	Assess student program daily or weekly.
Length of test taking time	Increase the amount of test taking time to allow for slower writing, reading, and/or comprehension.
Types of responses	Provide simple markings or short answer procedures matched to the student's response strengths.
Oral review of the information	Have student orally review the information with a teacher, paraprofessional, peer, or other.
Peer tutoring	Include peer tutoring for teaching or testing purposes, but remember that this procedure requires close monitoring and occasional basic training for the tutor.
Use an Instructional Packet	Have the student develop a packet of materials to show knowledge and understanding of the content of the unit.

Checklists	Use a developmental checklist to allow the observation of student learning in a sequential and organized manner.
Class interaction	Assess student participation in discussions.
Course projects	Use a course product to measure progress. Avoid comparing students.

(Midwest Regional Resource Center, 1980)

For details on adapted assessment procedures, see Step Eleven.

SIX COMMON GRADING PRACTICES

Grading Practice	Description
Letter or Numerical	traditional system of using A, B, C, D, and F or 1, 2, 3, 4, and 5 to demonstrate relative level of performance
Pass/Fail Credit/No Credit	criterion-based measurement that permits the teacher to indicate that the student has either met or not met previously determined standards
Checklist	criterion-based measurement system in which the instructor checks the student's progress against a predetermined list of specific tasks or skills
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives that the student will reach during the instructional period
Letters to Parents	a written, narrative report to the student or parents giving information about the student's performance
Blanket Grades	all students receive a predetermined grade at the end of the marking period

(Midwest Regional Resource Center, 1980)

PERIOD _____

STUDENT _____
last first

GRADE _____ HOMEROOM TEACHER _____

SUBJECT _____ TEACHERS 1._____

2._____ 3._____ 4._____

CONDUCT	1st QTR	2nd QTR	3rd QTR	4th QTR
Respects rights and property of others				
STUDY HABITS				
Applies self well in preparation of lessons				
Completes assignments				
Listens and follows directions				
Participates in class activities				
Brings necessary materials to class				

S=Satisfactory NI=Needs Improvement U=Unsatisfactory

78

19 -19 School Year

QTR	GRADE	LEVEL	ABSENCES
1			
2			
3			
4			

Instructional Program Levels:
1. REINFORCED PROGRAM: The student needs reinforcement and/or reteaching of basic skills and concepts. New content is introduced.
2. BASIC PROGRAM: The student works successfully with materials with which most students of the same age are working.
3. ADVANCED PROGRAM: The student is working with content beyond the basic program.

Grade Explanation: Academic letter grades represent the following percentage averages:

A 100-99	C 79-78	F 59-0
A 98-92	C 77-72	
B 91-90	C 71-70	
B 89-88	D 69-68	
B 87-82	D 67-62	
B 81-80	D 61-60	

Parents are invited to request a conference with their child's teachers.
School Phone: 360-0464

3rd QTR

4th QTR
Promoted to Grade Retained in Grade

From: Norman Public Schools
Norman, Oklahoma

Handicapped students in traditional and nontraditional programs should be availed of a variety of options for meeting graduation requirements. The alternatives for meeting graduation requirements will vary with each district. However, the following list of options suggests the flexible base from which a school district can operate.

- Granting credit for work training programs
- Granting credit for work-study programs
- Granting credit for part-time work experiences
- Supporting early graduation for the student who has been accepted in a program of vocational training or is able to enter a full-time job.
- Granting credit by examination
- Granting credit for independent study
- Modifying the requirements of a student who has received early acceptance into a postsecondary institution
- Granting credit for community service activities
- Accepting credit earned through an approved correspondence school.(discretionary)
- Granting credit for a special external curriculum
- Preparing students for the high school equivalency test (GED)
- Certificates of Achievement

At the very least the graduation procedures need to be consistent for handicapped students within a given school district. This will eliminate the confusion and frustration students experience when evaluation procedures and policies vary from teacher to teacher and building to building.

The IEP document of a handicapped secondary student needs to state the graduation requirements for that student. By using the IEP as a vehicle to establish individual standards for graduation, instructional personnel can take account of the student's abilities, needs, interests, and goals. The IEP document should specify the following points regarding graduation requirements:

- the student's ultimate educational program and the long term educational goal;
- any adjustment in time needed by the student to complete the course(s), assignments, tests, and/or the high school program itself;

- the approved course substitution(s) or alternate educational experiences to be taken by the student for credit toward graduation; and

- the performance indicators, objective evaluation methodology, criteria, and schedule(s) for the evaluation of alternative experiences.

Specifying the graduation plan in the IEP conference, and holding frequent review conferences to update this plan serve to guarantee a nondiscriminatory secondary program for the handicapped student.

Diplomas or Certificates of Achievement

Diplomas or certificates of achievement issued to handicapped students should be awarded in the same manner as those issued to nonhandicapped students. To do otherwise may leave the school district open for a discrimination complaint.

Step Ten: Communication

Purpose: To facilitate verbal and nonverbal communication among staff members

Time: 1½ hours

Strategies: Select from four activities

Materials: See each activity

Activity One Directions: Communication

Materials: • Six copies of Communication??

I. Request five volunteers from among the participants to do a brief oral reading. Ask them to come to the front of the room; give each one a script (Activity One). Allow them a few minutes to review the script and select their roles. The trainer will read the narrator's part.

SAY: The need for effective communication is ever-present. Please pay close attention to the scenario you're about to hear.

READINGS

SAY: This situation we've just learned of was humorous to us all--but then it's fictional. Had the situation actually occurred, you can well imagine the anger and frustration that those involved would have experienced.

Activity Two Directions: Problem Solving

Materials:
- One copy of "Whom Do You Go To?" to each participant
- overhead projector
- transparency 8

I. Introduce the activity:

Even if a teacher is adequately prepared to work with parents and has established good rapport with them, conflict may arise. Parents of exceptional children often feel that they are to blame for their child's disability and therefore, they feel guilty and defensive. Teachers often feel overwhelmed, tired, frustrated, and burned-out. In such cases, the potential for conflict between parents and teachers is increased. It is important, therefore, that teachers and parents take steps to avoid conflict when possible or to handle the conflict if it materializes.

The best way to avoid or resolve conflict is to obtain information, analyze it, and then look for a possible solution. Conflict occurs when there is a difference of opinions, values, or interests; thwarted needs on the part of one or both parties; feelings of inadequacy; feelings of unimportance or jealousy; and resentment of authority. Regardless of the basis of conflict, however, skills in using a systematic approach to problem solving will help resolve or avoid potential explosive situations.

One approach to problem solving is described in Parent Effectiveness Training, written by Thomas Gordon in 1970. This approach or process includes six steps designed for reaching a solution that is acceptable to all parties. Throughout this process, the involved person should attempt to "hear" what the other person is saying, convey his or her own feelings or views, and keep an "open mind" as to the final solution.

In this activity we will look first at some problems that may cause conflicts between the parents and the school. Then we will look at Gordon's six-step process for problem solving.

II. Distribute Activity Two.

III. Allow 10 minutes for participants to mark their responses.

IV. Lead a short group discussion for each item using Transparency 8.

A. Notes for discussion on the Six Steps:

1. Identify and define the conflict.

The two or more parties want to become involved in identifying and defining the conflict. The time and place should be convenient. All persons must recognize that there is, in fact, a problem to be solved.

2. Generate possible solutions.

This step has all parties generate as many solutions as possible. It is important to accept each suggestion without evaluating it or "putting it down."

3. Evaluate any alternative solutions.

All persons participate in the evaluation of all the suggested solutions. All persons involved should remember to state "I-messages" (give an example) as the number of possible solutions narrows.

4. Decide on the best solution.

If the discussion up to this point has been honest and open, this step should be easier. As the final choice narrows, all should participate and contribute. It should be remembered and agreed that the final decision is open and can be changed. Before the solution is written down, make an effort to make sure all parties understand what is being agreed upon.

5. Implement the decision.

After a decision is reached, there may be items that need to be spelled out in detail before the final decision is implemented. Some of the minor details may bring things such as: How often? On what days? What is the criterion for neatness? etc.

6. Do a follow-up evaluation.

After the solution agreement has been in effect for a specified time, call all participants back together to evaluate the plan. Sometimes the plan may need modification. If so, the process may be repeated. Willingness to find a solution on the part of all parties is the key to success.

Activity Three Directions: Nonverbal Problem Solving

Note: This activity requires approximately 40 minutes and can be used as an introduction to another section, as an isolated activity, or as an option to the other two activities.

Materials:

- a set of broken squares prepared according to directions for each group
- one copy for each group of the Broken Squares Instruction Sheet
- one copy for each observer of the Broken Squares Observer/Judge Instruction Sheet

Physical Setting:

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Activity Four Directions: School Building Level Communication

Materials: • copies of Activity Four for each participant

I. Introduce the activity:

Effective communication among all staff members is essential. In the preceding activities we've looked at verbal and non-verbal communication techniques and at one approach to problem solving. The handouts you are now going to receive are ideas for improving communication between staff members. The sample forms are specific to teachers and students. Take a few minutes to look over the sample forms. We will break into small groups, and each group will adapt one of these forms or design one of its own. The forms are aimed at improving teacher to teacher communication regarding a specific student or subject.

II. Distribute sample forms.

III. Allow five minutes for participants to review the forms.

IV. Break into small groups and allow 15 minutes for each group to design or adapt a form.

V. Appoint a spokesperson from each small group to explain the group's ideas to the entire group.

VI. Options: At this time the staff may choose to adapt one or two of the forms for use in this school. The trainer may elect to type the newly developed forms and give each staff member a set to review during the next week. The entire staff plays a role in the selection of the form used for this school.

COMMUNICATION??

A school superintendent told his assistant superintendent the following:

> "Next Thursday at 10:30 a.m. Halley's Comet will appear over this area. This is an event that occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on their athletic fields and explain this phenomenon to them. If it rains, then cancel the day's observations and have the classes meet in the auditorium to see a film about the comet."

Assistant superintendent to school principals:

> "By order of the superintendent of schools, next Thursday at 10:30 Halley's Comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you wil be shown films, a phenomenal event that occurs only once every 75 years."

Principals to teachers:

> "By order of the phenomenal superintendent of schools, at 10:30 next Thursday Halley's Comet will appear in the auditorium. In case of rain over the athletic field the superintendent will give another order, something that occurs once every 75 years."

Teacher to students:

> "Next Thursday at 10:30, the superintendent of schools will appear in our school auditorium with Halley's Comet, something that occurs every 75 years. If it rains, the superintendent will cancel the comet and order us all out to our phenomenal athletic field."

Students to parents:

> "When it rains next Thursday at 10:30 over the school athletic field, the phenomenal 75-year-old superintendent of schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Halley and the Comets."

As they say, "What we have is a failure to communicate!"

"WHOM DO YOU GO TO?"

	resource teacher	self-contained teacher	principal	regular teacher	home
1. Fights on the bus					
2. Refuses to talk					
3. Brings incomplete homework					
4. Is truant					
5. Has poor reading skills					
6. Talks to classmates during class					
7. Does not return library books					
8. Has poor eating habits					
9. Uses obscene language					
10. Comes home late from school					
11. Smokes in restroom					
12. Talks back to teacher					
13. Does messy work					
14. Steals					
15. Has no friends					
16. Argues					
17. Has school problem					
18. Loses things					
19. Gets picked on					
20. Has poor writing skills					
21. Cries or pouts					
22. Demonstrates overt sexual behavior					
23. Stretches the truth					
24. Does not follow directions					
25. Has short attention span					

From: University of New Mexico
Institute for Parent Involvement

SIX STEPS

1. IDENTIFY AND DEFINE THE CONFLICT

2. GENERATE POSSIBLE SOLUTIONS

3. EVALUATE ALTERNATIVE SOLUTIONS

4. DECIDE ON THE BEST SOLUTION

5. IMPLEMENT THE DECISION

6. DO A FOLLOW-UP EVALUATION

Process:

I. Begin with a discussion of the meaning of cooperation. This should lead to hypotheses about what is essential to successful group cooperation in problem-solving. Indicate that the group will conduct an experiment to test these hypotheses. Points such as the following are likely to be suggested by participants:

1. Each individual should understand the total problem.
2. Each individual should understand how he/she can contribute toward solving the problem.
3. Each individual should be aware of the potential contributions of other individuals.
4. There is a need to recognize the problems of other individuals in order to aid them in making their maximal contributions.
5. Groups that pay attention to their own problem solving process are likely to be more effective than groups that do not.

II. Divide the trainees into groups of six. One person in each group should be assigned the role of Observer/Judge. The observers are each given a copy of the Broken Squares Observer/Judge Instruction Sheet. Ask each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.

III. Give each group a copy of the Broken Squares Group Instruction Sheet. Read these instructions to the entire group, calling for questions or questioning groups about their understanding of the instructions.

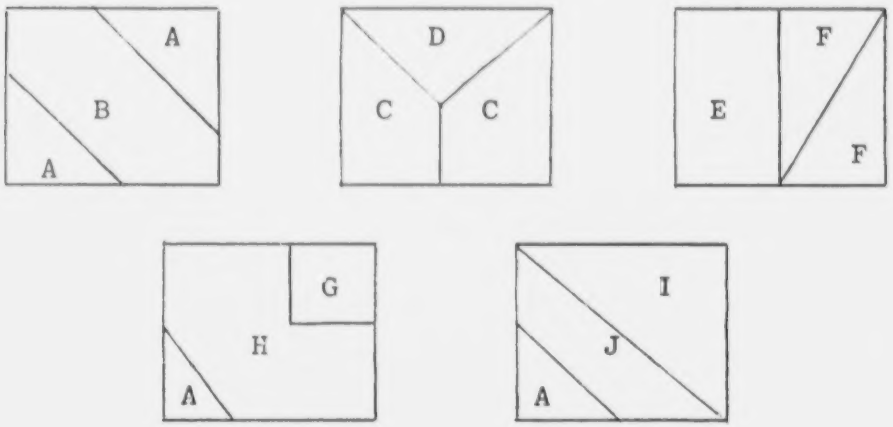
IV. Tell the groups to begin work. It is important to monitor tables during the exercise to enforce the rules established in the instructions.

V. When all groups have completed the task, engage the groups in a discussion of the experience. Observations are solicited from observer/judges. Encourage the groups to relate this experience to their "back home" situations.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set is needed for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size; all pieces marked C are exactly the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five 6" by 6" squares. After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes with the numbers, 1, 2, 3, 4 and 5. Distribute the pieces of the puzzle into the five envelopes as follows: Envelope #1 has pieces I, H, E; Envelope #2 has pieces A, A, A, C; Envelope #3 has pieces A, J; Envelope #4 has D, F; and Envelope #5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it belongs in. This makes it easier to return the pieces to the proper envelope, for subsequent use, after a group has completed its task.

Each set of broken squares can be made from a different color of cardboard or other heavy paper. On the pages which immediately follow this exercise you will find full-sized patterns of the

five broken squares which you can cut out and use as patterns. This makes it unnecessary to measure and draw lines.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form five squares of equal size. When the task is complete, each individual will have before him or her a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. NO MEMBER MAY SPEAK.

2. NO MEMBER MAY ASK ANOTHER MEMBER FOR A PIECE, OR IN ANY WAY SIGNAL THAT ANOTHER PERSON IS TO GIVE HIM OR HER A PIECE.

3. MEMBERS MAY VOLUNTARILY GIVE PIECES TO OTHER MEMBERS.

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communication.

2. Participants may give pieces directly to other participants, but may not take pieces from others.

3. Participants may not place their pieces in the middle of the table for others to take.

4. It is permitted for a member to give away all the pieces to his or her puzzle, even if the pieces already form a square.

As observer, look for the following (make notes if you wish):

1. Who is willing to give away pieces of the puzzle?

2. Do any members finish their puzzles and withdraw from the group problem-solving task?

3. Is there anyone who continually struggles with the pieces, yet is unwilling to give away any or all of them?

4. How many people are actively engaged in putting the pieces together?

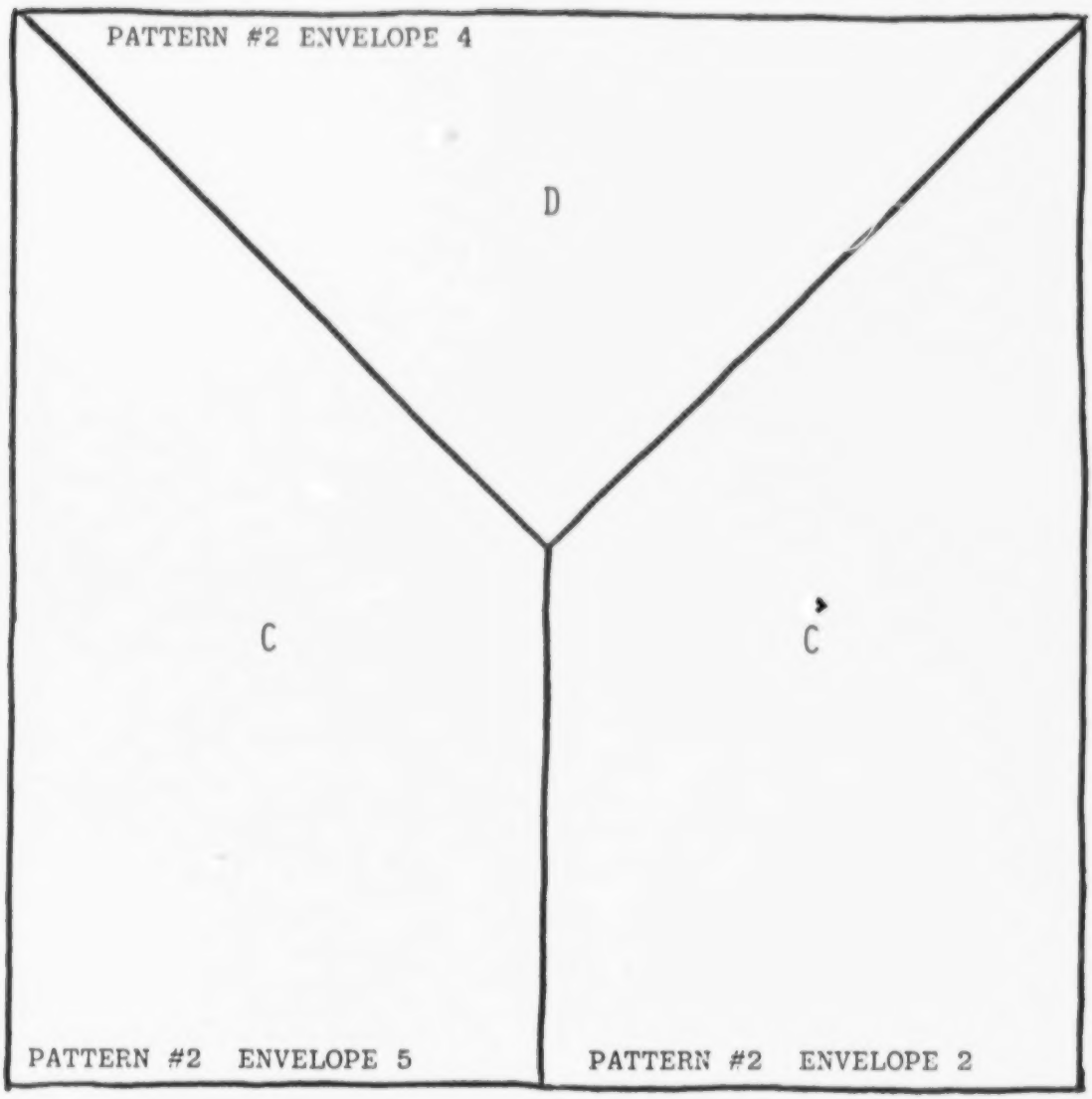
5. What is the level of frustration and anxiety?

6. Is there any turning point at which the group begins to cooperate?

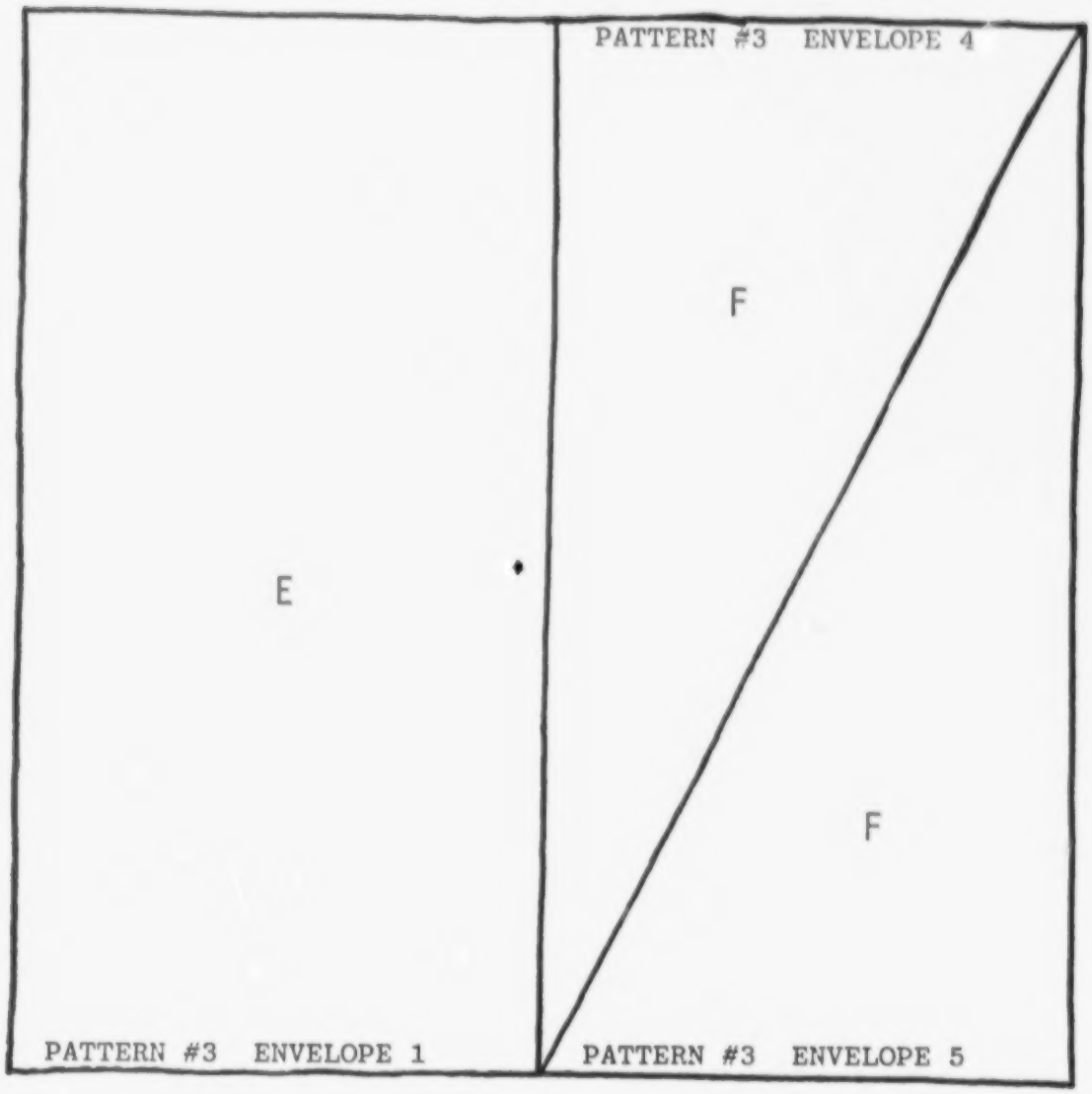
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

BROKEN SQUARE PATTERN #1

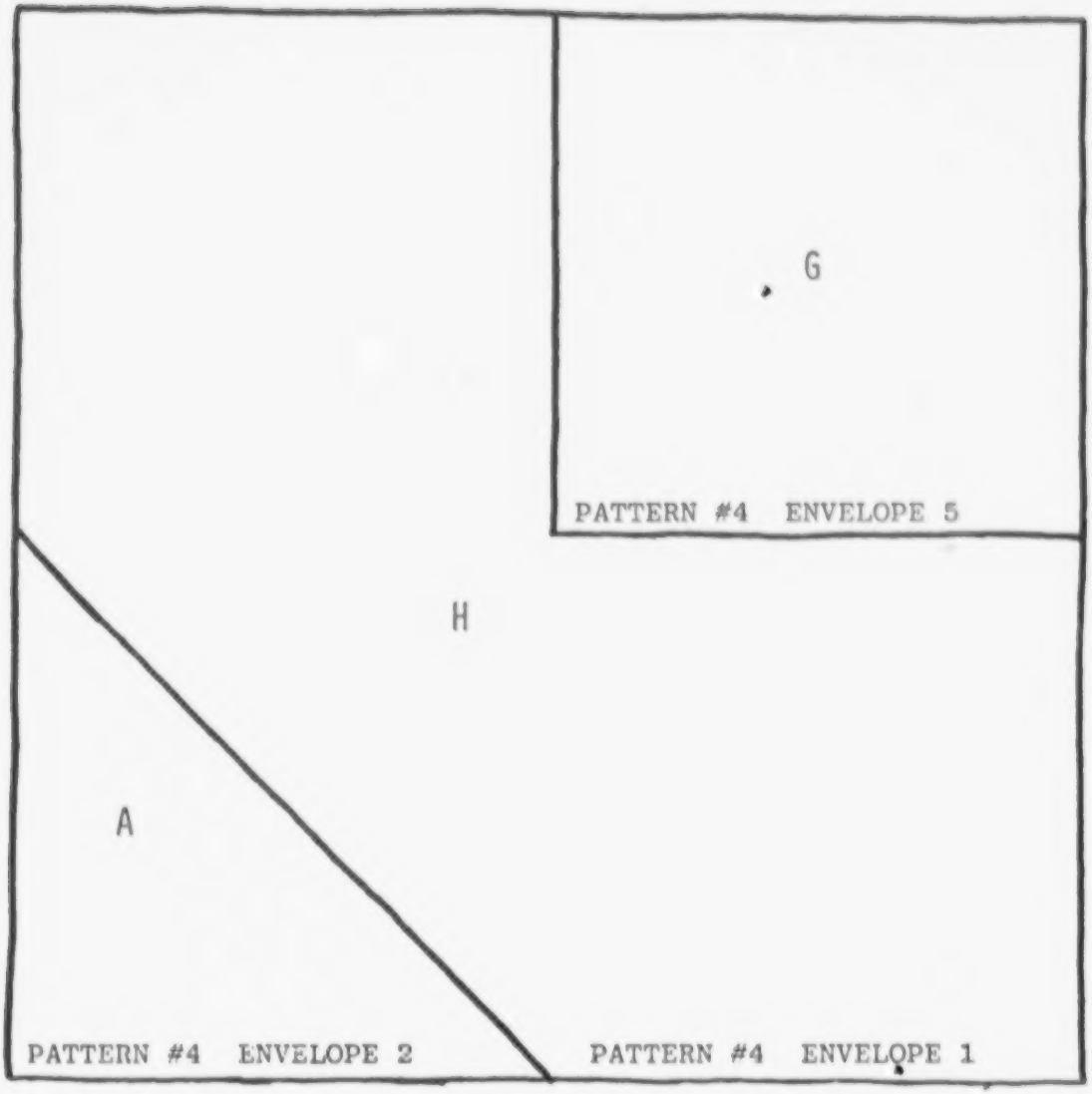
BROKEN SQUARE PATTERN #2



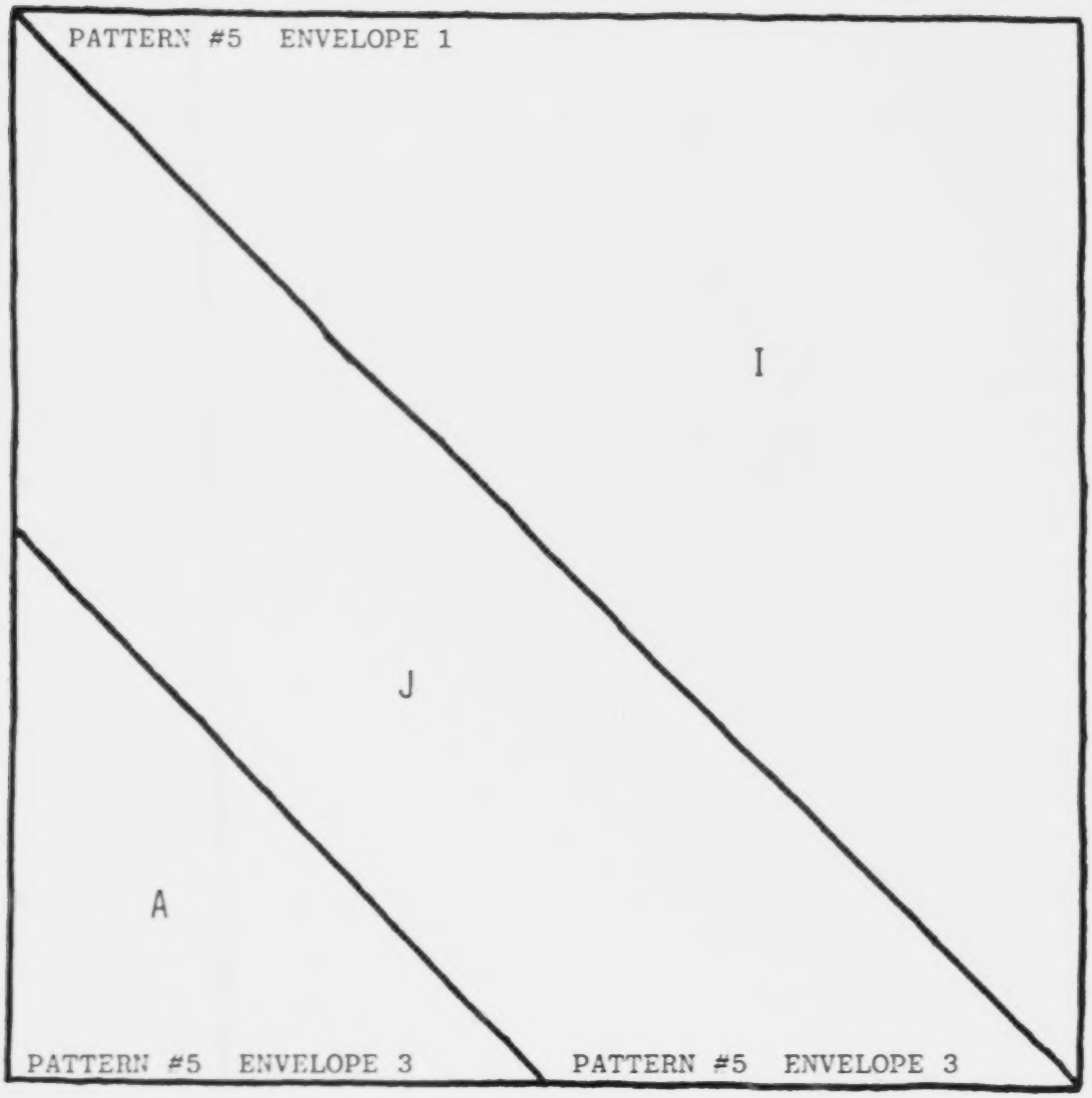
BROKEN SQUARE PATTERN #3



BROKEN SQUARE PATTERN #4



BROKEN SQUARE PATTERN #5



Sample One

Subject _____

Teacher _____

Week of _____

Topic _____

Text _____

Page numbers:

Materials student will need:

Sample Two

Student's name _____

Week of _____

Subject	Teacher (initials)	Topic	Text and Pages	Method

Sample Three

Teacher _____

Subject _____

Week of _____

Student's name _____

This week our class is working on:

Can you please: (request for supportive teaching method or review topic for the particular student)

Sample Four

_____ is working on _____ this week.
(Student's name) topic

Please: (method, materials)

_____
(sending teacher)

STEP ELEVEN

Intervention Strategies

Step Eleven: Intervention Strategies

Purpose: To acquaint staff members with various techniques for modifying the curriculum, modifying assessment procedures and managing classroom behavior

Time: 1½ hours

Strategies: Oral presentation, review of materials, and small group discussions. This step has four segments.

- Tips for Modifying the Curriculum
- Tips for Modifying Assessment Procedures
- Tips for Managing Classroom Behavior
- Additional information for meeting the needs of handicapped students

Materials: Refer to the activity directions for each segment.

Tips for Modifying the Curriculum

Activity Directions:

Materials:
- a copy of "Tips for Teachers" for each participant

I. Introduction to the activity

A. oral presentation

Curriculum is a cohesive and comprehensive approach to instruction in a given content area, as opposed to the teaching of isolated skills.

Curricular management enables the teacher to place a student appropriately in an instructional sequence in

any given subject area. In addition, curricular management promotes a teacher's evaluation of student's work in an on-going fashion. Whether a school chooses to use curricular management strategies that are segmented by semesters, a given year, or by a four-year program, the system serves as the fundamental base from which educational programming can be developed for each student.

The objectives of educational programming for handicapped students are three-fold: 1) acquisition and/or remediation of basic academic skills, 2) acquisition of survival skills, and 3) maintenance in the regular classroom setting whenever possible. To meet these objectives, learning experiences must respond to the needs of each student.

The two primary components of an IEP (the annual goals and the short term objectives) easily lend themselves to curricular design and educational programming. Annual goals are statements of the skills or behaviors projected to undergo reasonable change within a year. Short term objectives are the milestones for achievement of annual goals. Short term objectives are to be written in performance-based terms, and are to include the conditions under which the activity will occur, as well as the criteria of acceptable performance.

Regardless of the specific theoretical approach taken by a classroom teacher, the following activities are part of of a necessary sequence for educational programming:

- determining major goals,
- developing instructional objectives,
- determining methods for meeting objectives,
- determining materials appropriate for meeting the objectives,
- determining optimal conditions for learning,
- evaluating the child's performance on the objectives, and
- monitoring and modifying the objectives, the goals, and the program.

II. Give each participant a copy of "Tips for Teachers."

A. Review the general guidelines.

B. Review ideas for modifications in reading, math, science, and social studies.

III. Discuss these options:

A. A high school club (Beta, Honor Society, etc.) may put English texts on tape as a club project.

B. A regular class teacher may give the necessary materials to the resource teacher one week in advance.

1. Advance organizers may include:

- vocabulary words,
- a "highlighted" text,
- an outline of the appropriate chapter, and
- a request for sentences that include the new vocabulary.

C. Request parental involvement for taping materials, highlighting books, making sets of flash cards, etc.

Tips for Modifying Assessment Procedures

Activity Directions:

Materials:
- a copy of Assessment One for each participant (page 115)

I. Refer to Step Nine of this packet for various grading procedures (page 74). Briefly review.

II. Ask participants if they test students in one way or if they have tried alternative methods of assessment. Remind participants that assessing the progress of handicapped students may require more frequent and specific progress charting in order for the teacher to determine the appropriateness of instruction. It is desirable to have alternative methods of testing handicapped students. Testing procedures can easily be adapted to the student's preferred learning style.

A. Review each item with participants. Discuss various situations for which each of these techniques would be appropriate. Remind participants that alternative methods of assessment can be as effective for the "regular" students as they are for the mainstreamed student. The goal of assessment is to determine whether or not a given student has comprehended the concepts.

Tips for Managing Classroom Behavior

Activity Directions:

Materials:
- copies of the appropriate level of techniques for each participant. Included in this packet are strategies for the primary, intermediate, and secondary levels.

I. Give each participant a copy of the classroom management strategies appropriate for this school. Included in this packet is a set of strategies for the primary, intermediate, and secondary levels.

   A. Review the appropriate level by explaining terminology and giving examples. During this discussion, emphasize that the strategies are recommended techniques only; each specific suggestion cannot and will not work in every teacher-pupil relationship.

   B. Staff members may wish to add to or delete from the listings.

Additional Information for Meeting the Needs of Handicapped Students

Activity Directions:

Materials:
- a copy of "Additional Information for Meeting the Needs of Handicapped Students" to each participant.

I. This segment is optional for the entire staff. The teacher may elect to formally present the material only to the regular education teachers.

II. Review the handicapping conditions

   A. Definition of handicap

   B. Characteristics of each

III. Review the common characteristics and corresponding strategies.

From: "Tips for Teachers"
Louisiana Learning Resource System

GENERAL GUIDELINES

The following suggestions provide some basic techniques for aiding in the instruction of exceptional students. These can be used in most subject areas and include ideas for improving self-concept as well as techniques for providing additional monitored time for the student. The suggestions do not require an extensive amount of time away from the rest of the class.

Small, Distinct Steps

Materials should be presented in small, distinct steps. Many exposures, using as many of the senses as possible, should be employed. When a concept is divided into discrete parts, the student can thoroughly learn one part at a time and the teacher is more easily able to tell exactly with what the student is experiencing difficulty. The repeating of materials in a variety of modes--auditory, visual, tactile, kinesthetic--assures the student of gaining a complete understanding of the concept.

Reference Charts

Mark all the correct responses instead of those that are incorrect. This will increase the feelings of success for the student who is accustomed to having all of his failures pointed out to him.

Volunteers

Use volunteers, where practical and where available. Cross-age tutors, future teachers, cadet teachers, peer tutors, and parents or grandparents can provide assistance for students. This allows the student with a problem to have more attention, to be corrected and praised sooner, and at the same time allows the teacher to circulate among the rest of the class so that no one in the class is neglected.

Share Reinforcement Materials

If reinforcement activities are needed, use drill sheets from a teacher in another grade or from teachers in other areas who have prepared materials that will be applicable to the students with whom you are working. This will be a time-saving practice for the teacher who has only one learner who may need this type of material at a specific grade level or in a content area.

Chart Progress

Make a chart to indicate the number of problems or words that the student answers correctly, in order to graphically show the progress. The short amount of time that it takes to do this is rewarding to both the teacher and the student, demonstrating that the work they are doing is having results. (This will also allow you to be accountable for student growth.) This type of charting, however, should not show the progress of other students as the student should be competing only with himself, not against more capable students in the class.

Different Formats of Materials

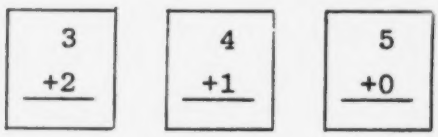
A different format of material often stimulates the learner who is having difficulty. Commercial or teacher-made programmed materials allow the student to progress at his own speed and gain immediate feedback, while eliminating the need for continual attention from the teacher. Multisensory kits, audiovisual components to accompany printed materials, manipulatives--all add motivation for the learner with a problem.

Teacher-Made Materials

Often extra drill can be provided using well-made teacher-adapted materials. The items can be of value if they are made with the knowledge that the student needs particular skills and has specific strengths. Sometimes they can be prepared inexpensively, provided the teacher or aide does not spend an undue amount of time in their construction. If items are constructed, they should be self-checking to allow the learner the opportunity of determining the accuracy of his responses without the intervention of the aide or teacher.

Examples:

Card games (rummy type)



Self checking

READING ASSIGNMENTS

Reading assignments, especially in the content areas, are a constant source of problems for many students besides those in resource rooms where supplementary and/or instructional services are available. In addition to the difficulties of word recognition, poor readers experience trouble with comprehension. Often they do not complete assignments because they have spent so much time decoding that they are unsure of the importance of what they have read, and so reread the passage. They might, on the other hand, not reread the passage, and thus not realize the importance of what they have skipped. The following techniques are presented to help minimize many of these problems:

Student Readers

Have another student read the assignment to the poor reader. This allows better comprehension of the material without penalizing the student for his inability to read the material.

Tape Recorders

Record passages from the text and have the student either listen or follow along in the text. The latter technique is especially good because it reinforces the words the student already knows and immediately gives him those that he does not know. When taping this type of material, you should assure that the recording is free of distracting background noise and that the speaker has a pleasant, distinct voice.

Rewording

A reworded text, or portions of a text, in simpler form can be used with individuals, small groups, or the entire class, if the text is found to be inappropriate. This involves a great deal of work on the part of the teacher. The teacher selects words that are easier for the student to read and usually shortens the sentences. This allows the student to concentrate on the concepts being presented and not on the process of reading.

Underlining

A quick technique for the student who does not have a severe reading problem is the underlining of important words or ideas. In this way the student is visually aware that this item is something he should know about or learn and therefore, he attends to it.

Alternate Materials

Provide the student with an alternate text, instead of the text being read by the rest of the class, if he is unable to read the assigned materials. A better way is to have

multiple text materials and assign each student materials that will benefit him the most. Usually the student needs materials written at a lower reading level. Reading of material dealing with the topic being discussed, even that written at a reduced reading level, will allow the student to participate in the discussion.

Longer Time Periods

Allow the student who, with time, is able to use the regular text, to have additional time to read. Provide him with the opportunity to take the assignment home or to a study hall. In this way the student is not penalized for his lack of reading speed.

Breaking Down Assignments into Smaller Parts

Break down a reading assignment into smaller parts, perhaps as small as one or two pages, and have the student concentrate on reading each of these small sections. The student is then not overwhelmed by the amount he must read, and he has a feeling of satisfaction upon completion.

Repeated Reading

In some cases the teacher or aide may read the assignment or story to the student. Another technique is that of the teacher or aide reading the assignment or story as the student follows the printed materials. A third technique is to have the student read aloud the assignment or story while the aide, peer tutor, or the teacher provides only those words that the student cannot read. The repetition in this technique allows the student to grasp the concepts presented and, at the same time, develop his reading vocabulary and oral reading skills.

Nonreading Substitution

Allow the student to complete a nonreading assignment instead of a textbook assignment. This can include making a model or drawing an illustration. This allows the student to contribute without being frustrated by his inability to read.

Use of the Teacher's Manual or Guide

Some teachers have found that the use of the Teacher's Manual or Guide for the text being used is profitable for the learner with problems. Whether it is psychological on the part of the learner, or whether the information is given more succinctly--the reason for success in using the Manual is unknown.

ARITHMETIC ASSIGNMENTS

There are many possible reasons for a student to have difficulty in mathematics. Poor reading skills can prevent the student from understanding written directions and comprehending word problems. A high degree of distractability can cause him to lose his place on a page filled with problems. Perhaps he works considerably slower than the other students and yet understands the process. The techniques and suggestions that follow help the student to be more successful in mathematics and to demonstrate his skills independent of his reading or other problems.

Fewer Problems

Have the student do fewer problems. This can be handled in two ways: first, the student may do only the problems which the teacher has starred; second, the student may be required to do only a specific number of problems starting at the begining of the assignment. In this way the student who understands the process is not penalized by the slow speed at which he works.

Lower Percentage Correct

Through this technique the student is required to complete the same assignment as the rest of the class, however, he is graded on a different scale. He needs fewer correct responses in order to achieve a grade. The first technique is preferred, however, in clases in which the teacher does not want an entire class to be aware of a particular student; the second technique allows the teacher to be subjective in the grading process.

Longer Time Periods

Allow a student a longer period of time to complete an assignment or test; the student is not penalized because he works slowly.

Spacing of Problems

When problems are spaced farther apart on the page, the student is not so distracted and is less likely to lose his place. This allows more accurate problem solving and more rapid completion of the assignments.

Write Clearly

Numerals should be written clearly. It is important that the student who has difficulty in mathematics not be distracted by having to dicipher the symbols on the page or chalkboard.

Show Examples

On a sheet of mathematics problems, give an example of the correct solution to the problem. This eliminates the possible confusion over what the learner is expected to do.

Group Similar Problems

When a worksheet or test has several kinds of problems on the same sheet, grouping of problems of the same process together for the student who has difficulty, paying attention to process sign changes in the preparation of materials, will facilitate the student's problem completion.

e.g.,	16	13	14	25
	- 9	- 2	+15	+11

Physically Divide Tests

It is suggested that the teacher cut the test or worksheet into sections of similar problems for the student who has difficulty. The teacher aide works an example of the problem at the chalkboard similar to those on the section which is to be given to the student. The student is then given the section to complete. The procedure is repeated for each section. This technique is reserved for students who show a very high degree of distractability or perseveration, continuing to use one arithmetic procedure, even though the sign changes.

Color Coding

Color code the important words or symbols, such as the minus or plus signs, or the words in a story problem, which afford clues to the learner as to the process to be used. This provides the student with a visual clue as to the importance of the color-cued item.

Rewording Story Problems

Reword story problems so that the poor reader is graded on his ability to do the process rather than on his ability to read.

Underline Important Words

This technique has the same purpose as color-cuing. The student is visually aware that something is important; this is especially appropriate for directions on a test or worksheet.

Cue Card

Place on a cue card for use by the student cues which will assist in the decoding of words in a word problem; associate the words, if appropriate, with the specific process that might be evoked by this word.

Syllabification

Divide difficult words into syllables to assist the poor reader in figuring them out.

e.g., Give an ex-am-ple of the fol-low-ing.

Hints

Write out hints or reminders on the student test or worksheet. This is a more abstract method that the color-coding.

Correct vs. Tried

Score a test according to the number correct out of the number attempted in order to give the slower-working student credit for his accuracy and effort,

e.g., $\frac{\text{number correct}}{\text{number tried}}$

Multiple-Choice Response

Use multiple-choice response so the student can pick the correct response from a selection that may be provided. The extra choices may include answers that would result, for example, if the student added instead of multiplied, or did not carry, when he should have done so.

Fill-In Responses

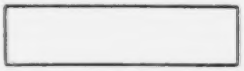
Use fill-in questions that have a space provided for each letter in the required word,

i.e., A Figure with four equal sides and four equal angles is called a _ _ _ _ _ _.

The first letter of the missing word could be provided as an added clue, if that is necessary for the student.

Pictures

When needed, include a picture or illustration to aid the student in visualizing the problem,

e.g., Find the area of the rectangle. 

Computational Aids

Allow the student to use such computational aids as blocks, number lines, an abacus, charts, and other manipulative aids, to assist in solving problems. Normally this will fall out of the learner's behavior when it is no longer needed; as the student becomes confident of the facts and processes he will decrease the amount he uses the aids.

Graph Paper

Have the student work problems on graph paper in order to keep his work in lines and columns. Regular paper without lines (which may be distracting) can be folded into spaces large enough to accommodate problems and used; when the paper is unfolded the folds are still discernable. This prevents errors made when columns of numbers are uneven and the student adds numbers in the tens' column to numbers in the ones' column.

SCIENCE AND SOCIAL STUDIES ASSIGNMENTS

The areas of science and social studies are, at the same time, the easiest and the most difficult to modify. They are the easiest because many teachers already incorporate the use of student projects and audiovisual aids including filmstrips, movies, and slides. They are the most difficult; in fact, often, assignments and tests are at a higher reading level than some students can read or comprehend. Since it is not always possible to provide nonreading experiences, included are suggestions of ways to facilitate assignments for the student who has problems in learning.

Fewer Questions

Allow the student to do fewer questions; this can be accomplished by having the student do "the first five" or by having him do only the questions that have been started. The use of this technique shows recognition that the student cannot do as much as other students in the class and yet gives the student credit for work done.

Rewording

Reword homework or test questions in easier terms and shorter sentences so that the reader who has difficulty is not penalized for his inability to read.

Different Questions

Some students do not have the analyzing or synthesizing abilities that more capable students possess; the teacher can provide the student who has difficulty with questions that are more direct, such as questions which ask "list," "match," or "compare."

Longer Time Period

The student who has difficulty with reading, while able to complete the class assignment, may need a longer period of time in which to accomplish this task. The teacher may wish to allow the student to take the material to study hall or home in order to read the assignment or complete the questions.

Tape Recording

Record an assignment that has reading; this may be done by an aide or another student. The student can then listen to the material for independent study, for future discussion, or for implementation of experiments.

Study Questions

Provide the student with study questions for his reading or listening assignment to assist him in organizing the material that has been or is being covered. Many students who have trouble in school lack the necessary organizational skills; parents or aides can help the student when necessary.

Projects

Substitute projects for written assignments or reports. In this way the student can demonstrate his knowledge of the subject without demonstrating his reading difficulties. Projects may include:

- Posters
- Charts
- Drawings
- Flannel board designs
- Showbox panoramas
- Constructions such as models of forts, cities, or animal dwellings
- Collections of animals, rocks, seeds, leaves
- Tape recordings of a mock battle, a radio show, or historical speech

Oral Reports

Allow the student to give oral reports rather than written ones, if he is more comfortable speaking than writing. This allows the student to demonstrate his knowledge of the subject rather than his written language disability. A report could be given via a cassette.

Color-Coding or Underlining

In assignments, textbooks, or tests, color-code or underline important words or phrases so that the student is visually aware of their significance.

Tape Recordings (Tape or Audio-Flashcards/Language Master Cards)

Record questions for tests or homework on tape, either cassette, or on Audio-Flashcards or Language Master Cards: the student can record his responses on cards or tape, also, or he can write his responses by hand or on the typewriter. The teacher can prepare other cards or tape on which the answers are provided so that the material is self-checking.

Pairing

On a group project, pair a good reader with a reader who has difficulty. The less able reader can contribute in all of the ways mentioned in "Projects" above. The better reader can

learn from the project activity prepared by his partner whereas the reader who has difficulty can learn from what the better reader has researched.

No Essay Types of Tests

For readers who have problems in reading, essay types of tests are not recommended. These can be frustrating for the student who has poor written language or reading skills. Rather than the essay type of test, true-false, matching, or multiple-choice questions should be used. The exception to this occurs when the student is allowed to respond orally.

Leading Questions

Ask the student one or more questions before he begins a reading assignment in order to help him organize his thinking and to direct his reading.

Visual Aids

Allow the student to use filmstrips or other visual aids that stress the same concepts or a lesson, rather than requiring him to read the assignment. Be sure that the student is then drawn into the class discussion of the topic.

Alternate Materials

Materials that present the same concept or skill but are written at a reduced reading level can be identified and selected for the student who has problems in reading.

Study Guide

Prepare study guides (may be prepared on ditto masters) that break down the material point by point. The page numbers in the text(s) where the correct answers can be located could be placed at the end of each question asked,

e.g.,
1. What are the three types of rock? (p. 111)
2. Explain where sedimentary rock comes from. (p. 112)
3. What is a "fault"? (p. 114)

TIPS FOR MODIFYING ASSESSMENT PROCEDURES

Types	Procedures
Oral tests	Teacher, paraprofessional, peer or other may administer the test orally.
Shortened format	Reduce the number of test items or remove abstract or items of high difficulty.
Levels of questions	Present items on more concrete level.
Frequency of testing	Assess student program daily or weekly.
Length of test taking time	Increase the amount of test taking time to allow for slower writing, reading, and/or comprehension.
Types of responses	Provide simple markings or short answer procedures matched to the student's response strengths.
Oral review of the information	Have student orally review the information with a teacher, paraprofessional, peer, or other.
Peer tutoring	Include peer tutoring for teaching or testing purposes, but remember that this procedure requires close monitoring and occasional basic training for the tutor.
Use an Instructional Packet	Have the student develop a packet of materials to show knowledge and understanding of the content of the unit.
Checklists	Developmental checklists allow the observation of student learning in a sequential and organized manner.
Class interaction	Assess student participation in discussions.
Course projects	Use a course product to measure progress. Avoid comparing students.

(Midwest Regional Resource Center, 1980)

1981.

TIPS FOR MANAGING CLASSROOM BEHAVIOR

Primary

Student Problem Area	Classroom Management Strategies
1. Behavior Disorder - Aggressive Excessive behavior; disorders of conduct; disruptive; negative, uncooperative, aggressive	1. Provide positive reinforcement for appropriate behavior - praise, rewards, giving responsibilities. 2. Structure student's environment to minimize conflicts a. specific seating; b. isolation; c. schedule activities to minimize free time. 3. Use peers to influence positive behavior, e.g., encourage positive friendships, groupings, etc., use of role playing or modeling. 4. Make use of time out strategy to head off potential outbursts.
2. Behavior Disorder - Passive Poor academic achievement resulting from inner conflicts - tends not to complete work or to perform poorly	1. Provide successful academic experience through work at student's competency level. 2. Use classroom environment to motivate good work, e.g., pairing, small group activities, interest survey, role playing, puppetry. 3. Close home-school management important-agree on strategies.
3. Over-Active Distractibility; hyperactive	1. Assign specific desks or seat in class-structure. 2. Minimize outside stimuli a. study carrel; b. tapes and headphones; c. teacher conscious of dress. 3. Schedule time during day for physical release. 4. Assign student responsibilities, such as serving as a messenger. 5. Maintain close teacher-student proximity - use physical cues - e.g., tap on shoulder. Have student close by during instructional times such as passing through halls. 6. Provide brief assignments and activities, changing tasks frequently.

Primary

Student Problem Area	Classroom Management Strategies
	7. Provide extra positive reinforcement - use contracts or visible motivators such as stars, seals, progress charts, etc. 8. Structure transition time from one activity to another.
4. Coordination A. Gross Motor	1. Use games such as "Simon Says," "Bluebird," "Head to Toes," and bean bag toss for counting. 2. Work with physical education teacher on classroom follow up. 3. Encourage physical activities at recess.
B. Fine Motor	1. Use tracing activities such as: sand tracing, templates, tracing paper. 2. Provide pencil grips, large size paper or lines, structure papers and work-sheets with margins, boxes and guides for pencil work. 3. Incorporate finger painting, clay, puzzles, etc. in activities. 4. Use oral methods to evaluate student's learning progress.
5. Perceptive Language Application of meaning to words on experience - problem with classification and association.	1. Use activities in learning that involve categorizing - e.g., name all the animals; which are fruits, etc. 2. Teach students from concrete to abstract levels, e.g., picture to words. 3. Provide language experiences through activities - e.g., field trips, show and tell, reading to class, audio-visual. 4. Use analogies in lessons and use riddles and jokes to stimulate language acquisition.
6. Expressive Language Communication skills both oral and written	1. Provide language stimulation activities such as: show and tell, puppets, role playing, use of tape recorder, and plays. 2. Encourage student to participate in discussions - allow child extra time to get thoughts out.

Primary

Student Problem Area	Classroom Management Strategies
	3. Provide language cues to student, e.g., pictures, prompts "do you mean?" etc.
7. Auditory Discrimination Ability of learner to discern likeness and differences between sounds and symbols through the auditory channel	1. Provide opportunity for student to hear lessons clearly and distinctly. 2. Check student's understanding of oral direction. 3. Use tape recorder and encourage student to replay tapes for understanding. 4. Use language master as appropriate. 5. Minimize competing auditory stimuli for student. 6. Provide listening drill activities. 7. Have student close eyes to listen for appropriate sounds.
8. Visual Discrimination Ability of learner to determine likenesses and differences between sound and symbols in the visual channel	1. Provide student with visual cues, e.g., arrows, boxes on worksheets, margins, etc. 2. Use activities that encourage student to see likenesses and differences. 3. Use matching and sorting activities in lessons. 4. Assure student has clear, unobstructed view of board and teacher as well as uncluttered worksheets.
9. Auditory Sequencing Remembering in order that which has been heard	1. Check to see that student understands oral directions. Have child repeat. 2. Keep the number of directions in a sequence at a manageable number. 3. Provide visual cues to oral messages or directions. 4. Encourage student to repeat stories, poems, and experiences in sequential order. 5. Use rhythm repeat, e.g., hand clap sequences, in games and music activities. Simple Simon and Echo games are also helpful.

Primary

Student Problem Area	Classroom Management Strategies
10. Visual Sequencing Remembering in order that which has been seen	1. Make use of strategies such as: sequence story cards, comic strips, string beads, weaving, and peg board in learning activities. 2. Provide oral cues to visual learning tasks. 3. Use multisensory approaches to introduce new concepts. 4. Drill numbers and letters in sequence.
11. Figure-Ground A. Auditory The ability to separate at will what one wishes to attend to auditorily from the surrounding environment	1. Provide student with a quiet place and/or time to do work. 2. Use tapes and headphones to localize students' attention to lessons. 3. Be sure student is in close hearing range and can visually supplement oral lessons and directions. Preferential seating required. 4. Have student repeat directions to check for understanding.
B. Visual The ability to separate at will what one wishes to attend to visually from the surrounding environment	1. Reduce clutter and distractions on worksheets, papers, and instructional materials. 2. Limit the number of tasks presented on a page at a time. 3. Make use of oversize print books, worksheets, etc. when possible. 4. Limit words and pictures on chalkboard; avoid clutter; be sure board is clean as overwrites make discrimination difficult. 5. Keep visual stimuli in the classroom at a minimum. 6. Be certain dittos are clear and easily read. 7. Fold, line, block, and margin papers to help the student organize work. 8. Check student's ability to copy from chalkboard; if difficult, provide lessons on alternative plans.

Primary Student Problem Area	Classroom Management Strategies
12. Closure A. Auditory The auditory formulation of a whole from its component parts	1. Be careful to speak slowly, clearly, and deliberately when talking to student. 2. Use visual cues to oral lessons and directions. 3. Provide the student with contextual cues in lessons; e.g., use word families. 4. Use "whole word" instructional methods rather than phonics.
B. Visual The visual formulation of a whole from its component parts	1. Provide extra help in spelling; don't evaluate work by spelling mistakes if spelling is not subject of lessons. 2. Use auditory and tactile clues: models, forms, maps, and magnifying glasses. 3. Provide picture and word completion tasks. 4. Use dot to dot activities as appropriate.
13. Orientation A. Spatial Orientation The ability of an individual to relate himself or herself to the environment in terms of distance size, position, and direction	1. Use position and direction cues in the classroom. 2. Provide color coded cues in making worksheets and assignments; e.g., use red + sign for addition or use colors to separate ones from tens, etc. 3. Use ruled papers and worksheets to separate work and assist in spacing on papers. 4. Label common spatial positions in classroom; e.g., up, down, under, above, etc.
B. Temporal Orientation The ability to order and organize time efficiently	1. Provide timing devices; e.g., individual clock, egg timer, etc. 2. Use consistent, familiar schedule daily.

Student Problem Area	Classroom Management Strategies
	3. Teach "functional" use of time, e.g., we eat when the clock looks like _____. 4. Provide shortened periods of time for assignments and seat work. Provide time cue reminders to student. 5. Use clock design or stamp on papers to indicate when assignment is due. 6. Provide opportunity for drill on days, months, etc.
14. Directionality The relationship of an object or point in space to another object or point in space - may result in left-right confusion in reading and writing.	1. Use arrow cues to show left-right progression on papers, pages, and on student's desk. 2. Use pointer during chalkboard lessons. 3. Line left side of papers to bring student back to left during work. 4. In games, emphasize directionality - e.g., hokey-pokey and Simon Says.
15. Motivation Child lacks incentives to complete tasks and/or work up to potential.	1. Use interest inventory technique to determine student's areas of interest and provide opportunities to capitalize on interests in lessons. 2. Know the student, show interest in the student, allow time for student to "show and tell" to teacher and class. Listen to the student. 3. Provide options and alternatives for the student in work. 4. Teach enthusiastically; provide variety and novelty in lessons. 5. Use "contract" learning using incentives such as student prizes. 6. Include parents in the development of a motivational approach. 7. Provide opportunities for student to achieve success by starting work at student's competency level. 8. Provide as nonthreatening an atmosphere in classroom as possible.

Adpated from: Mainstream Support Manual, Sturbridge Massachusetts, 1981.

TIPS FOR MODIFYING CLASSROOM BEHAVIOR

INTERMEDIATE

Student Problem Area	Classroom Management Strategies
1. Self-Image The child sees himself in a negative way	1. Provide successful experiences with immediate follow-up. Use praise as often as possible. 2. Provide student with opportunities for public recognition. 3. Send home positive reports; engage parents in support program. 4. Reward nonacademic as well as academic accomplishments. 5. Capitalize on student's interests in work assignments.
2. Hyperactivity An unusual amount of movement or activity	1. Provide the student with seating alernatives, i.e., two seats available in classroom. 2. Provide opportunities for physical activity outlets; e.g., allow student to come to board, or front of room when answering, send on errands, assign housekeeping jobs. 3. Work with parents on any diet restrictions or modifications. 4. Provide study area or time out area for student to use as necessary. 5. Shorten lessons; change activities frequently. 6. Find alternative environments in the school for student to release energy, with the janitor in the cafeteria, etc. 7. Provide student with structure and segmented assignments. Be consistent. 8. Assist parents in monitoring and medication reactions as appropriate.
3. Motivation Student lacks incentives to complete tasks and/or work up to potential.	1. Determine student's interests and employ in work and assignments. 2. Use variety of teaching learning modalities, e.g., multi-media approaches or project work.

Student Problem Area	Classroom Management Strategies
	3. Initiate an appropriate reward system the student can understand and use. 4. Provide opportunities for hands-on activities. 5. Use praise and other positive reinforcers liberally. 6. Provide opportunities for student to assume classroom responsibilities.
4. Attention A. Distractibility "Forced attention" to extraneous stimuli, resulting in poor overall attention and reduced on-task behavior.	1. Provide study area - free of distractions, for independent work, e.g., study carrel. 2. Use preferential seating; place student where attention is focused on teacher or activity at hand. 3. Use external structure; emphasize rules of class; pass out materials after oral instructions. 4. Call on student frequently and maintain eye contact as often as possible. 5. Use physical contact, like tapping on shoulders, to reinforce attention, as appropriate. 6. Set structure and deadlines for student's work. Use time contracting if appropriate. 7. Try to arrange lessons during student's optimal learning times.
B. Impulsivity A tendency to act on impulse without considering the consequences.	1. Remind the child to stop, look, listen, think, about what he/she is doing in a nonthreatening manner. 2. Set a pattern for calling on students who are less impulsive; require students to take 30 seconds to "think" before answering. 3. Set up a frequency chart for student to record impulsive behaviors. 4. Ensure that situations are structured and that student understands the rules.

Student Problem Area	Classroom Management Strategies
5. Aggressive - Active Behavior Excessive behavior, disorders of conduct, negative, uncooperative, aggressive.	1. Try to identify causative situations and use strategies to avoid. 2. Confront student, in private, about his or her behavior. 3. Allow student to remove self from situations known to set off behavior. Give student responsibility for such decisions if appropriate. 4. Provide rules and adhere to consequences for breaking them. Consistency is important. 5. Use time out area in the room or outside of classroom as necessary. 6. Use behavior modification techniques -- rewards and behavior charts -- as appropriate. Include parents in behavior modification program.
6. Aggressive - Passive Behavior Poor academic achievement resulting from inner conflicts; tends not to complete work and work up up to potential.	1. Provide consequences for lack of work or assignments. 2. Use peers to "reach" students through involvement and positive friendships. 3. Use reminders, periodic work checks, etc. to monitor long-term work. 4. Refer to strategies listed in motivation and self-image sections.
7. Organizational Skills A. Temporal Orientation The ability to order and organize time efficiently.	1. Provide student with hourglass, timer, or clock to monitor work periods. 2. Organize student's work in small structured quantities with deadlines. 3. Shorten time requirements, provide periodic checks and reminders to student. 4. Use calendars and clocks to illustrate passage of time until work assignments are due.

Student Problem Area	Classroom Management Strategies
B. Spatial Orientation The ability of an individual to relate to the environment in terms of distance, size, position, and direction.	1. Use visual aids and cues on papers and worksheets to help organize placement of work on paper, e.g., margins, arrows, boxes, folds, lines, etc. 2. Use direction signs in the classroom - e.g., right-left, up-down, north-south, and out-in. 3. Use prepositions frequently with graphic demonstration of meaning. 4. Provide student with folders for work, use assignment books, and assist organization of student's desk and materials. 5. Use graph paper for math work or boxes for problems.
8. Fine Motor The purposeful coordinated movements of the hand and eye operating in concert with thought patterns to achieve a specific motor task such as writing, sorting, sewing, etc.	1. Encourage constant practice of fine motor tasks. 2. Provide student with models of desired work to imitate. 3. Allow student additional time to concentrate on neatness and legibility. 4. Use wider lined paper, larger worksheets, and oversized writing implements if possible. 5. Determine student's fund of knowledge or information by alternative means, such as oral, as opposed to written testing. 6. Use tape recorder for recording student's responses and/or creative writing. Have another student record or transcribe work if necessary.
9. Receptive Language The application of meaning to words based on experiences; problems with classification and association.	1. Use vocabulary the student understands and require the student to give feedback regarding his/her understanding. 2. Have student repeat directions orally to check comprehension. 3. Give directions in slow stages, a few at a time, to allow student to progress. 4. Provide written reinforcement for oral directions and oral lessons.

Intermediate

Student Problem Area	Classroom Management Strategies
10. Expressive Language Communication skills, both oral and written.	1. Use role playing, puppets, masks, and drama in lessons. 2. During oral discussions it may be necessary for teacher to provide cues and prompts for student. 3. Teacher should model proper speech patterns for the student. 4. Ask questions the student can reasonably be expected to answer. 5. Pair student with others for oral projects. 6. Repeat correctly what the student has said incorrectly. 7. Use "fill in the blank" answers then move to phrases then to sentences. 8. Use multi-media materials, such as having student tape responses then listen for own errors. Assist student to correct mistakes. 9. Have student give directions, e.g., to make a peanut butter sandwich, then do exactly what student says to demonstrate visually what student expresses. 10. Use dictation of sentences, story, or paragraph for student to write. 11. Use copy technique to reinforce good written expression. 12. Limit writing assignments to manageable quantity. 13. Have fellow student act as secretary and transcribe dictation. 14. Have student practice expression by describing things and events both orally and on paper.

Student Problem Area	Classroom Management Strategies
11. Visual Perception Ability of learner to determine likenesses and differences between sound and symbols in the visual channel. Includes: Visual discrimination, memory, and imagery.	1. Teach student to monitor his/her own work for reversals and inversions in letters and numbers. 2. Have student read back what he/she has written or copied. 3. Write neatly and clearly on chalkboard and be sure the board is completely erased. 4. Point to visual cues or chalkboard when teaching. 5. Organize work on chalkboard and on papers and worksheets so that there is good spacing and clarity. 6. Provide student with preferential seating to be in good visual proximity with teacher, materials, etc. 7. Provide student with adequate light for seat work. 8. Organize work in patterns, e.g., in math all equations in same section, word problems in another, etc. 9. Provide student with visual aids, e.g., markers, ruler, paper shield, etc. to assist in following printed material. 10. Use art, multi-media techniques to assist student in lessons.
12. Auditory Perception Includes auditory skills of: localization, attention, discrimination, closure, figure ground, and memory.	1. Be sure to face the student when speaking and to speak clearly. 2. Provide preferential seating away from auditory distractions such as fans, ventilators, and competing voices. 3. Use headphones to block out distractions when student is working independently. 4. Provide written directions and cues along with oral lessons.

Student Problem Area	Classroom Management Strategies
	5. Have student repeat instructions or key points of lessons. 6. Cue student to activities and attention; e.g., "Please listen now." 7. Call student by name occasionally to bring attention to task at hand. 8. Have student practice sitting still and keeping eyes on teacher. 9. Provide guided practice before going on to independent work to make sure student understands directions. 10. Limit number of directions given at one time. 11. Check with student periodically to ensure he/she can hear what is being said.
1. Conceptualization The cognitive processing of information or experiences at the concrete, functional, and abstract levels.	1. Application of skills must be demonstrated and explained to the student. 2. Ask open-ended questions more frequently. 3. Work from the concrete to semi-abstract levels. 4. Avoid overloading of concepts; use short sequential steps to learning. 5. Provide opportunity for brainstorming sessions with class and encourage ideas offered by student.

Adapted from: Mainstream Support Manual, Sturbridge, Massachusetts, 1981.

TIPS FOR MODIFYING CLASSROOM BEHAVIOR
SECONDARY

Student Problem Area	Classroom Management Strategies
1. Poor Self-Image The child sees himself in a negative way.	1. Provide success through: giving initial work at student's independent level to assure success; providing oral and written praise for successful experiences. 2. Ensure classroom discipline and structure to avoid scapegoating, e.g., emphasize positive attributes of student to the class; match student with other appropriate student or group for specific tasks; use preferential seating.
2. Sensitive-Withdrawn Behavior The classification of behaviors that is characterized by individuals who appear frustrated in everyday life situations, shy, self-conscious, and insecure and who indicate feelings of poor self-worth.	1. Identify student interests-- take an interest inventory by contacting parents, friends, and siblings. Incorporate interest into subject area through projects, discussion, papers, and book reports. 2. Pair with a friend for classroom participation. 3. Provide a variety of ways to respond, e.g., written or taped. 4. Reinforce any appropriate communication from the student.
3. Aggressive - Acting Out Behavior Excessive behavior manifested as disorders of conduct such as being disruptive, uncooperative, destructive, and unable to control aggressive impulses.	1. Proximity control to manage. 2. Close observation--keep data sheet if possible; record observations. 3. Total structure--do not allow free time for initiation of inappropriate behavior. 4. Be consistent and fair. Consequences of behavior should be understood and followed. 5. Clearly state teacher's expectations. 6. Reinforce appropriate behavior on every occurrence. 7. Establish communication with the liaison teacher and with parents to coordinate behavioral management.

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Student Problem Area	Classroom Management Strategies
	8. Try to become an important person with that student as soon as possible.
4. Expressive Language A method of communicating by using words orally, by writing or by using gestures that describe or indicate a quality, a function, or a relationship. A. Oral	1. Allow time for organization of thoughts; do not rush the student. 2. Provide oral cues - e.g., give first word of sentence. 3. Encourage clarification of thought: "Do you mean...?" fill in the blanks; etc. 4. Decrease rate/amount of input. 5. Alternatives to group oral assignments, e.g., tapes.
B. Written	1. Modify essay types of exams by using objective exams; structure essay exam with outline. 2. Modify long written assignments by providing structure.
5. Distractibility "Forced attention" to extraneous stimuli, resulting in poor overall attention and reduced on-task behavior.	1. Provide structured classroom environment; control noise level; limit visual stimuli; etc. 2. Allow student access to less distracting area of the room. 3. If possible, place student in preferential seating. 4. Redirect the student to the task when necessary. 5. Provide structure to the sequence of the task--divide the task into manageable pieces; e.g., give small amount of work; break down directions.
6. Social Perception The ability to interpret, or glean meaning from, gestures and expressions or understand cause-effect relationships in social situations.	1. Provide alternatives to inappropriate social behavior through discussion. 2. Role-playing with appropriate social behavior. 3. Be a model of appropriate behavior.

Student Problem Area	Classroom Management Strategies
	4. Clarify social expectations in the classroom. 5. Provide positive reinforcement for appropriate social behavior.
6. Fine Motor Coordination (Eye-Hand) The purposeful coordinated movements of the hand and eye operating in concert with thought patterns to achieve a specific motor task such as writing, sorting, and sewing.	1. Allow adequate time for written assignments. 2. Provide structure on the page or worksheet, e.g., block off paper in math; use margins, lines. 3. Alternate written assignments if possible with oral assignments or tapes. 4. Provide consistent expectations for quality of written work. 5. Provide outlines or worksheets for notetaking.
7. Temporal Orientation The ability to order and organize time efficiently.	1. Organize tasks in manageable segments. 2. Provide structure for long-term assignments, e.g., time chart on board, through breakdown of task. 3. Outline time period at the beginning of the assignment, e.g., spend five minutes on Section 1 of test. 4. Supervise student to see if he/she is adhering to time frame. 5. Have student write down assignments.
8. Abstract Level A level of conceptualization or thinking that involves the ability to see relationships based on difference and sameness as they pertain to classification and association in all of life's experiences. An abstract response would be that an apple and an orange are both fruit.	1. Give factual information and test that information. 2. Be sure to explain relationships. 3. Demonstrate; give concrete examples. 4. Assist student with any tasks that require inferential thinking by discussion, and giving verbal clues to desired response. 5. In math, use manipulative materials, break down steps in a problem.

Student Problem Area	Classroom Management Strategies
9. Memory - Sequencing The process of storing information for both short and long periods of time and the ability to retrieve this information when necessary and upon request. The effectiveness of this system is dependent on the integrity of the sensory and perceptual areas of learning, as well as the conceptual, integrative, and associative aspects of cognitive development.	1. Give directions several ways, several times; break down directions, one step at a time. 2. Have the student repeat the direction or goal. 3. Provide memory aids; e.g., have students keep assignment book; give mimeo sheet of directions to be followed; use mnemonic devices--word association, etc.; use visual cues. 4. Give directions in small manageable segments.
10. Perseveration The inability to use stop-and-go mechanisms efficiently. The learners tend to repeat an act when it is no longer appropriate. They may have difficulty in shifting from one activity to another. For example, they may repeat the previous response on tests.	1. Provide structured, consistent transitional periods in the classroom; emphasize the shift to the child with the problem. 2. Separate visually different tasks on the same page, e.g., addition and subtraction on same sheet; divide the sheet. 3. Give student the time to understand that a shift in tasks is going to take place. 4. Supervise student to make sure task shift has taken place. If student has shifted, reinforce with positive feedback. 5. Give student extra time at beginning and end of each class period to focus.
11. Visual-Motor Coordination The synchronization of the eyes with the movements of the hand and the thought processes of the brain. Efficiency of these three processes operating in concert with each other is required for handwriting and other motor tasks.	1. Give student time for handwriting and other motor tasks. 2. Be sure worksheets allow enough space for answers. 3. Organize worksheets with blocks, lines, margins. 4. Use tracing (in areas of industrial arts, for example, templates, patterns, maps).

Student Problem Area	Classroom Management Strategies
	5. Provide appropriate modifications for physical activities, (e.g., larger equipment in physical education). 6. Pair with other students sensitive to the problem. 7. Have student use chalkboard for math problems.
12. Figure Ground A sub-category of perception that involves the ability to separate at will what one wishes to attend to visually or auditorily (figure) from the surrounding environment (ground). A. Auditory	1. Eliminate any extraneous noise. 2. Provide quiet study space, earphones. 3. Close the classroom door. 4. Aim directions, lectures, oral lessons to the student. 5. Provide written aids to oral instructions, e.g., write class notes on board; put homework assignments on board; use outlines of lectures.
B. Visual	1. Provide area of the room where there is little visual distraction. 2. Allow longer periods of time to complete assignment. 3. Make worksheets clear, well spaced, printed on one side, uncluttered. 4. When possible, use alternative modalities, e.g., tapes, individual filmstrips. 5. Examine other written material for appropriate spacing, clearness. Modify material where necessary by highlighting or blocking off sections of the page.
13. Scanning The natural zigzag movements of the eyes when shifting from image to image. This has also been referred to as visual tracking and visual pursuit. It involves the systematic learned eye movements required for reading.	1. Provide line guides for reading textbooks, e.g., piece of paper, ruler for each line. 2. In math, provide visual cues to write the problem, e.g., 22 +33 3. Board work should be organized and well spaced.

Student Problem Area	Classroom Management Strategies
14. Spatial Relations/Orientation The ability of an individual to relate his or her physical self to the environment in terms of distance, size, position, and directions.	1. Aids e.g., maps or a buddy, to get the student from class to class. 2. Allow student a consistent place to sit. 3. Review with the student where he is going. 4. Give visual cues, e.g., lines, boxed math problems, arrows, etc. 5. Take the child through the physical sequence of motions.
15. Aggressive-Passive Behavior Excessive behavior manifested as disorders of conduct such as being disruptive, negative, uncooperative, destructive, and unable to control aggressive impulses.	1. If possible, relate work assignments to student's interests. 2. Provide immediate reward for completed tasks. 3. Shorten tasks into segments and then gradually increase time of task. 4. Encourage total communication among teachers, specialists, for interchange of successful techniques. 5. If student is using aggressive-passive behavior to get your attention, try ignoring student behavior.

ADDITIONAL INFORMATION FOR MEETING
THE NEEDS OF HANDICAPPED STUDENTS

Understanding Exceptional Students With Handicaps

Although there are distinct differences in their ultimate potential, handicapped students share many similar characteristics in the way they approach learning tasks. When planning appropriate instructional programs for these students, it is more important for the teacher to know the students' specific strengths and weaknesses than it is to know the students' classification. The handicapped students, who would possibly be placed in a regular classroom, usually fall into the following categories:

Students with Learning or Behavior Problems

1. Autism

Autism is a severely incapacitating major lifelong developmental disability which usually appears during the first three years of life. Autism is thought to be caused by some type of organic brain disorder. However, very little is known with certainty about what type of brain disorder this may be. In general, autistic students may exhibit the following behaviors in varying degress:

a. Expressive and functional speech may be absent or delayed.

b. Social interaction skills may be absent or delayed.

c. Self-stimulatory behaviors such as rocking, finger waving, and/or flapping may be exhibited.

d. Self-help skills and social skills may not be appropriate to age.

e. Some of the children may exhibit self-destructive behaviors such as head banging, skin picking, tearing, or biting.

f. Some autistic children may lack complete sense of danger and self-preservation.

Although the characteristics may range from mild to very severe, appropriate educational programs are essential to the development of functional life skills and to the lessening of the handicapping that the autism produces. Through effective and appropriate educational training, autistic students may acquire the skills necessary to function in large groups in the educational setting as well as in the community. Usually the parents are a very

important part of the instructional program in helping the autistic student generalize the skills that are learned.

2. Behavior Disordered

The behavior disordered are students who exhibit an inability to learn which cannot be explained by either intellectual, sensory, or physical health problems. Their behavior is often inconsistent and inappropriate, and they may have problems building and maintaining satisfactory interpersonal relationships with peers and adults. Their behavior problems may cause them to fall behind in school, and this often leads to increased frustration.

3. Educationally Handicapped/Slow Learner

The educationally handicapped/slow learners are students whose rate of acquisition and/or retention of information is slower than the rate expected for students the same age. These students benefit from additional drill and repetition of subject matter.

4. Learning Disabled

The learning disabled are students who have severe and unique learning problems as a result of significant difficulty in the acquisition, organization, and expression of specific academic skills or concepts. The assessment data indicate that learning disabled students are capable and have the potential to work at or above their grade level, but because of the disability, they consistently perform below this level of expectation. The students may exhibit problems in oral or written expression, e.g., limited vocabulary or poor handwriting; in reading or math, e.g., acquiring the basic skills or in comprehension. Auditory or visual problems may affect all of the academic areas; and because of these severe learning problems, a student might also exhibit behavioral problems such as poor self-concept, low frustration levels and anxiety, task avoidance, or the inability to manage his time. These students need a very structured class environment and will need special help in dealing with the disability.

5. Mentally Retarded

The mentally retarded are students who are impaired in both their intellectual ability and their overall social development. Their slower rate of learning affects all areas of academic performance.

The four levels of mental retardation--mild, moderate, severe, and profound--each reflect a degree of impairment. Mild mentally retarded students are unable to reach the level of abstract reasoning that average students would attain; however, they are capable of learning the basic skills necessary for semi-competitive or competitive employment and independent living. Moderate mentally retarded students benefit from activities designed to promote social adjustment and to develop the skills needed for

semi-competitive employment or employment in a controlled working environment. Severe or profound mentally retarded students in most instances could not be appropriately served in a regular academic program.

Students with Physical Limitations

1. Orthopedically Handicapped

Students classified as orthopedically handicapped have educational limitations as the result of impairment in the functioning of muscular, and/or skeletal systems. Also included in this group are young people without limbs or with neuromuscular impairments. These impairments are usually the result of congenital anomaly, disease, accident, or neurological dysfunction and may affect bowel and bladder functioning, thus limiting the student's ability to function independently in areas of daily living (e.g., dating, dressing, communication). Remember that students with physical impairments are not necessarily intellectually impaired.

2. Other Health Impaired

Students classified as other health impaired demonstrate limited strength, vitality and/or alertness because of chronic or acute health problems or any physical impairment to a major body system. While impairments limit substantially one or more major life system(s) (respiratory, cardiovascular, digestive) and may adversely affect a child's educational performance, they usually do not affect intellectual capacity. Examples are sickle cell anemia, epilepsy, heart disease, etc.

Students with Sensory Impairments

1. Hearing Impaired

Students classified as hearing impaired have auditory reception that is so deficient as to interfere with auditory learning. Hearing impaired includes both the deaf and hard of hearing.

a. Deaf is defined as a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification; such impairment adversely affects the child's educational performance.

b. Hard of Hearing is defined as a hearing loss that may range from mild to severe when unaided, but does not significantly impede the learning of speech and language through normal channels.

2. Speech Impaired

Speech may be considered impaired if it is characterized by any of the following characterisitcs:

a. not easily audible,

b. not readily intelligible,

c. vocally or visually unpleasant,

d. deviant in respect to specific sound production,

e. labored in production,

f. lacking in conventional rhythm or stress,

g. linguistically deficient,

h. inappropriate to the speaker in terms of age, sex, or physical development, and

i. speech avoided or reluctantly performed.

3. Visually Impaired

Students classified as visually impaired have a visual impairment that, even with correction, adversely affects educational performance. The term visually handicapped includes both blind and partially seeing children.

a. Blind is the term used to describe those students who have so little remaining vision that they must use non-sight methods as their learning medium.

b. Partially seeing is defined as a loss of vision that is educationally significant. Sight is still a primary channel of learning; and with considerable adjustments, the child is able to perform the visual tasks required in a school situation.

Characteristics of Students with Handicaps

As are all children, handicapped students are a diverse group. Many of these students have average or above intelligence, but because of their handicapping conditions fall behind their peers in academic and/or social development.

Even though there is a great deal of variation within each catagory, handicapped students generally exhibit one or more of the following characteristics:

Learning Characteristics

1. difficulty in sequencing, organizing, and analyzing

2. visual or auditory perceptual problems

3. poor memory and retention
4. difficulty in following directions
5. underdeveloped language and speech skills
6. inability to see relationships or to understand abstractions
7. impaired fine and gross motor skills

Behavior Characteristics

1. low frustration tolerance
2. slow work pace and/or task avoidance
3. immature, impulsive, or acting out behavior
4. short attention span
5. repetitive behavior
6. inconsistent and/or inappropriate learning behavior patterns
7. inability to relate their acts to consequences, cause to effect
8. hyperactivity

Self/Social Characteristics

1. poor body orientation
2. a lowered and/or unrealistic self-concept
3. limited self-awareness
4. low or impaired vitality
5. poor peer/group relationships
6. over-dependence
7. poor self-management skills

Strategies for Meeting the Needs of Handicapped Students

Designing appropriate instructional programs for these students involves careful planning. It is important that you consider both the strengths and weaknesses of the student. The following are suggestions and strategies that may be helpful in meeting the needs of the handicapped learners in your classroom. Please note that not all suggestions are applicable to all students. Involve the students' special education teacher. Together, work out a consistent plan for introducing and teaching the competencies addressed in this curriculum.

General Principles - Adaptive Strategies

1. Establish the student's learning characteristics.
2. Assure student readiness.
3. Begin instruction at a predetermined, appropriate level.
4. Present learning experiences in a variety of modes through motor, tactile, kinesthetic, auditory, and visual activities.
5. Give the student concrete materials and/or aids to use in learning.
6. Present material in small, distinct steps or parts.
7. Provide adequate drill activities and opportunities for practice of both newly and previously learned skills.
8. Give short assignments to limit the student's time on any task.
9. Provide alternative methods for accomplishing a task, such as oral tests or use of adaptive equipment.
10. Allow the student to use learning aids, such as tape recorders, low vision aids, reference charts, etc.
11. Limit the details and the number of activities on worksheets or tests. Make sure they are legible and well-spaced. Draw lines to divide sheets into various sections.
12. Use short, on-concept commands and directions, accompanied by demonstrations or a visual example.
13. Grade actual information being tested separately from handwriting, spelling, or neatness.
14. Emphasize what the student says rather than the way he says it.
15. Give immediate feedback on assignments and tasks.

16. Control the structure of the classroom by establishing classroom procedures and developing routines.

17. Provide a time when the student can come to you for additional help.

18. Make content and examples relevant to real-life situations as much as possible on both secondary and elementary levels.

19. Provide preferential seating for students when needed.

20. Coordinate with the special education teacher carryover activities to be achieved in special education class time.

Classroom Organization and Management Techniques

1. Employ behavior management techniques where needed and with guidance from special education personnel/other if you are not knowledgeable in this area.

2. Assign a peer or "buddy" student.

3. Use teaching machines such as a language master.

4. Provide areas in the classroom for small-group or independent work.

5. Provide areas with shelves or drawers containing specific materials placed in a developmental sequence and coded.

6. Make use of other professionals such as instructional aides.

7. Chart and record individual progress on a regular basis.

8. Allow for various grading systems based on homework, tests, class discussions, and special projects.

9. Vary methods of grouping students for instruction or independent study such as:

   a. by academic level/academic needs

   b. by learning styles

   c. by student interest

   d. by patterns of social interactions among students

   e. by work habits of the student

10. Assign a capable student the task of taking notes on class lectures, using a ditto master, or carbon paper. Copies can be made for students who have difficulty taking lecture notes or who have missed class.

11. Write homework assignments on chalkboard and have students copy into notebooks or record on tape recorders.

12. Develop an outline on the chalkboard as you lecture.

13. Provide good speech models in instructional grouping.

14. Encourage the use of work folders for loose worksheets.

15. At the secondary level, use your honor or service clubs to tape chapters or stories from the assigned textbooks.

16. Request taped copies of textbooks from Blind Services, Louisiana State Library, for students who have reading difficulties. Inquire at (504) 342-4943.

Attention/Concentration Suggestions

1. Be certain that you have the student's complete attention when directions are given.

   a. Have each student raise a hand while directions are being given.

   b. Ask if the student is ready to listen.

   c. Turn the light off and on to attract attention before giving directions.

   d. Have the student repeat the directions to you.

   e. Give oral directions using visual cues for attention.

   f. Break complex directions into lists of steps so that the student may follow them while working.

   g. Maintain eye contact.

2. Eliminate distracting, extraneous stimuli as much as possible. For example:

   a. Use study carrels or booths.

   b. Clear desks of any unnecessary materials.

   c. Place the student's desk away from distracting stimuli.

3. Allow the student to have a minimum of unstructured time.

4. Include time in the daily routine for physical movement.

5. Praise the student orally or provide a tangible reinforcer for good listening.

6. Put a hand on the student's shoulder when information is presented orally.

7. Assign the student brief tasks that provide success.

8. Use concrete material that will attract the student's attention to the task.

9. Employ audiovisual materials to focus the student's attention.

10. Allow the student to check work as soon as it is completed.

11. Ignore the student until some portion of the task is completed. Praise the student as soon as the task is begun.

12. List for the student (or have the student list) the day's activities/requirements. The student may keep this list handy to note what has been accomplished.

Self-Concept

1. Provide opportunities for academic success.

   a. Have the student work at a level where he/she can achieve success. Gradually increase the level of difficulty.

   b. Provide opportunities for the student to help other students in areas of his/her strengths.

   c. Mark the correct responses on tests instead of the incorrect responses.

   d. Provided praise as reinforcement for good work.

2. Be firm yet supportive. Reward or praise should be given only when the situation warrents it. Students quickly become aware of "charity."

3. Assign the student special tasks that support his self-concept. For example, allow the student with artistic talent to help you decorate the classroom.

4. Avoid comparing the student with a poor self-concept with other students in the class.

5. Avoid using timed learning activities.

6. Minimize anxiety-producing situations for the student.

7. Avoid calling attention to the student's handicap through criticism or excessive praise.

Support Services

Pupil Appraisal Personnel (PAP) Services are an integral part of the total instruction program of a school system. The primary goal is to assist children with learning and/or behavior problems or other special needs by providing a continuum of services to students, parents, teachers, and other school personnel.

School Psychologists, School Social Workers, Education Assessment Teachers, Speech/Language/Hearing Therapists, as well as School Nurses, Occupational Therapists, Physical Therapists, Audiologists, and Educational Consultants provide instructional support or assistance. The classroom teacher needing assistance with a learning and/or behavior problem should refer to the assistance coordinator in the school or the facilitator chairman of the School Building Level Committee (SBLC).

When Pupil Appraisal Services are requested through the SBLC, the problem becomes the school's, rather than the teacher's, thus eliminating isolated or haphazard attempts to resolve the problem. Teachers using their expertise in conjunction with PAP support, can provide implementation of behavioral and/or instructional interventions for all children with learning or behavior problems. Children in the regular program, as well as children who have been mainstreamed from self-contained or resource room settings, can be assisted by support personnel. Some of the services are:

1. Assistance in selection and implementation of behavioral interventions, such as contracts, token modeling, precision teaching, and differential reinforcement of other behaviors, is offered. Restructuring of the physical environment is a service as well.

2. Curricular-based assessment provides the classroom teacher with information for instructional programming. This technique matches the student's performance level with the appropriate task in the academic scope and sequence, and correlates the student's mode of learning. PAP may go directly into the classroom to provide this assistance.

3. Other services are available to the classroom teacher through the educational assessment teacher.

4. The Social Worker can provide conferences with parents and other agency personnel who may be able to give additional information to the regular classroom teacher and SBLC, follow up home visits, and coordinate home-school intervention efforts.

PAP support maintains the goal of providing the most effective and timely services as intervention and prevention to eliminate the need for special education services at a later time.

Thus, support is given to any teacher requesting services, not only as an intervention prior to evaluation or placement, but also as assistance following either a designation of nonexceptional or exit from special educational services.

Working with the special education teacher, the assistant coordinator, SBLC, and PAP, makes your task far more reasonable and enjoyable.

Resource for Meeting the Needs of Exceptional Students

There are a number of resource persons and organizations available to teachers of exceptional students. These persons and organizations can provide you with information and assistance that will aid you in helping your exceptional students achieve the minimal standards addressed in their curriculum.

The Louisiana Learning Resource Systems (LLRS) are a statewide network of centers providing inservice training and materials to teachers of exceptional children. The LLRS/HI-VI is a specialized LLRS that has materials available specifically for visually impaired and hearing impaired students. Such materials include large print and braille books, captioned films, and specialized equipment.

- Louisiana Learning Resource System
  Wyandotte Elementary School
  2525 Wyandotte Street
  Baton Rouge, Louisiana 70805
  504/342-0180
  Dr. Charlene Bishop, Director

- LLRS/CENLA
  4800 Dawn Street
  Alexandria, Louisiana 71301
  318/443-4572
  Mrs. Kitty Dick, Director

- LLRS/Magnolia
  Post Office Box 5857
  Ruston, Louisiana 71272
  Linc 261-3269
  Mrs. Margaret Colvin, Director

Step Twelve: They Call Me Names

Purpose: To review the philosophy of mainstreaming

Time: 1 Hour

Strategy: Oral presentation and concluding film

Material:

- 16mm projector
- film "They Call Me Names" (LLRS)
- overhead projector

Activity Directions:

I. Using script, discuss the nine points of a successful mainstreaming program. In concluding, stress sharing of responsibilities and the strengthening of the common bond of helping children.

Script:

The concept of LRE provides a classic problem:

It's a good idea, but....

The change processes necessary to enact a successful mainstreaming program are both difficult and time-consuming. Research compiled on successful mainstreaming programs points out major factors that have contributed to the program's success.

(Show Transparency 9)

1. Initially, the school administration must believe in mainstreaming and share that belief with teachers and parents.

2. Staff members must view handicapped students as individuals and not as people defined only by their disabilities. A disability is a personal quality or attribute. Like hair color, body height, eye color, and personality, this particular attribute need not become the quality by which children are identified. Referring to children by their disabilities

such as "the trainables, the retards, the deaf kids," is detrimental to the child and detrimental to a successful mainstreaming program.

3. It is critical that staff members structure ways for handicapped and nonhandicapped students to come into contact with each other. Lunchtime, P.E., art, extracurricular hours -- they're all important.

4. The pattern of the school day for handicapped students should resemble the nonhandicapped student's day. Consider bus arrivals and departures, mealtime, recreation time, and academic time.

5. Students should be mainstreamed with their chronological peers. If mainstreaming is done appropriately, every handicapped child who is mainstreamed will be able to meet the minimal standards of the academic classes.

6. Children should be grouped in classrooms by actual rather than by so-called developmental or mental age. Children who need special class placement should be grouped with other special needs children of the same or approximately the same age.

7. Research shows that the most vibrant, successful mainstreaming programs are those that took the extra step to encourage parental involvement -- involvement by parents of all the students, handicapped and nonhandicapped alike. The levels of involvement ranged from PTA cookies to school program development to school decision making.

8. The staff must hold high expectations for handicapped and nonhandicapped students.

9. Students with handicaps should be afforded opportunities of leadership and helping roles to balance the more dependent roles in which they are often placed.

Conclude with a brief question and answer session, and then lead into film.

II. Show film.

ADMINISTRATIVE

STAFF

STRUCTURE

PATTERN

AGE LEVELS

CLASS GROUPING

PARENTS

EXPECTATIONS

LEADERSHIP

STEP THIRTEEN

For Parents Only

Step Thirteen of the Louisiana Mainstreaming Packet has been developed for use with parents

This step is divided into four areas which are titled:

1. Introduction,
2. LRE, Mainstreaming and Our School,
3. Definition of Terms, and
4. Preparation for the IEP Meeting

Step Thirteen: Introduction

Purposes:

- To open communication among group members.
- To create an awareness of the identities and concerns of group members.
- To identify the particular needs of group members and to determine what information should be emphasized in subsequent activities.

Time: 45 minutes.

Strategy: Completion of a brief questionnaire followed by sharing of concerns of group members.

Material:

- Personal questionnaire (Worksheet 1)
- Newsprint/blackboard

Activity Directions:

The group leader begins by explaining the purpose of the activity. The leader then asks each participant to complete a personal questionnaire that will serve as a basis for discussion and be collected at the end of the session.

Following the completion of the questionnaire, the leader asks each person to introduce himself or herself and share the following information:

- name
- a description of his or her child
- personal experience with IEP
- reason for attending this meeting
- what he or she would like to know about LRE

To stimulate this discussion, the leader begins by making his or her own personal statement. The leader should do everything possible to encourage the individual expressions of participants.

The leader records on newsprint or a blackboard the participants' comments about why they are attending the training session and what they would like to know about LRE and mainstreaming. The leader should respond directly but briefly to concerns or questions about the topic, noting those concerns or questions that will be addressed in greater detail at future sessions.

The leader then collects the questionnaires. Questionnaires and notes should be used by the leader to determine the emphasis of future activities.

The group leader should take a sensitive approach to parents who have difficulties expressing themselves in writing. The leader should also realize that some parents may be unable to read or write in English.

PERSONAL QUESTIONNAIRE

1. Description of my child: _____

_____

_____

_____

_____

2. My experience with IEP: _____

_____

_____

_____

_____

3. My reason for attending this meeting: _____

_____

_____

_____

_____

_____

4. What I would like to know about the mainstreaming and LRE.

_____

_____

_____

_____

_____

LRE AND MAINSTREAMING

Purpose: To acquaint the parents with the terminology and issues in this area

Time: 1 Hour

Strategy: Oral presentation

Material:

- Use the script that appears in the Introduction section of the Mainstreaming Packet.
- Have copies of "Steps for Active Parental Participation" for each parent.
- For free brochures entitled First Steps to Parent Notification, write to:
  Mr. Ronie Hoffman
  Division of Educational Services
  Special Education Programs
  Donohoe Building, 400 Maryland Ave., S.W.
  Washington, D.C. 20202.

Activity Directions:

I. Orally present the introductory script.

   A. Omit the section on force field analysis.

   B. Include a brief presentation on how these schools approach implementing a mainstreaming program and a description of the program.

   C. Emphasize parental involvement as a key factor in successful programs.

II. Give each participant a copy of "Steps for Active Parent Participation."

   A. Ask them to review quickly the 13 items and conduct a large group question and answer session.

STEPS FOR ACTIVE PARENTAL PARTICIPATION

1. Stay in close contact with the school through notes and conversations.
2. Attend and contribute to parent-school conferences.
3. Observe your child at home to find out his or her capabilities and needs.
4. Share information about your child's development
5. Review your child's school records.
6. Discuss the goals and objectives that you have for your child.
7. Learn about the educational goals and objectives for your child.
8. Look at the alternative educational plans available for your child.
9. Contribute to the decisions that are made about your child's educational program.
10. Give your informed consent before evaluation and services are provided.
11. Cooperate with the school in seeing that your child has beneficial instructional experiences.
12. Observe the progress of your child in meeting the educational goals that have been selected.
13. Know your rights as a parent.

Adapted from: Mopsik and Azard (Eds.)
An Education Handbook for
Parents of Handicapped Children.
Cambridge: Abt Books, 1980.

DEFINITION OF TERMS

Purpose: To clarify educational terms

Time: 1 Hour

Strategy: Parents duscuss special education terms and the group leader helps the group understand definitions of the terms.

Material:
- Newsprint/blackboard

Activity Directions:

The group leader begins by explaining the purpose of the activity and distributing the glossary.

The group discusses each term in detail. The leader provides examples to illustrate the term and elicits other examples from the group. The leader encourages the parents to take notes on the glossary itself.

GLOSSARY OF TERMINOLOGY

ACADEMIC ACHIEVEMENT - The scholastic skills, abilities, and knowledge that a pupil has mastered.

ANNUAL GOALS - A part of the IEP that states what a pupil can reasonably be expected to achieve in one year's time.

ANNUAL REVIEW - A yearly examination of the pupil's IEP to determine whether any revisions are necessary for the next year's IEP.

CLASSIFICATION - (1) An educational term to describe a child's handicapping condition. (2) The process of determining a child's eligibility for special education and related services.

CONSENT - Written permission given by the parent to the local district to act on behalf of the pupil.

CONTINUUM OF SERVICES - Program placement options ranging from least to most restrictive.

Options:
- regular class
- resource class
- self-contained class in a regular school
- special school: day program
- special school: residential
- homebound

CURRICULUM: - An approved course of studies.

EVALUATION - A process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to the predetermined criteria. The product of the evaluation is a professional interpretation of the child's performance within various settings, those factors affecting the child's performance, and the need for special education and related services, other interventions, or instructional adjustments. Evaluation is not synonymous with testing.

EXCEPTIONAL CHILD - A child who has been appropriately evaluated and is determined to have an exceptionality that adversely affects educational performance to the extent that special education is needed.

EXCEPTIONALITY - Any of the characteristic impairments or conditions that adversely affect the child's educational performance to the extent that the child needs special education.

HANDICAPPED CHILD - An exceptional child whose only exceptionality is not gifted or talented.

IMPLEMENTATION - A part of the IEP that describes the specific responsibilities and timelines for IEP participants to carry out various aspects of the IEP. Specific assignments may be allocated to any of the following: child study team member(s), teacher(s), parents(s), and other specialists.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - A written plan for a pupil who has been eligible for special education and related services. The IEP outlines why the pupil is classified as educationally handicapped and specifies ways to meet the particular educational needs of the pupil.

INDIVIDUALIZED EVALUATION PROCESS - The final determination of whether or not a child is an exceptional child and the nature and extent of needed special educational and related services based on a comprehensive assessment, integrating information drawn from different assessment sources. The depth of the assessment will vary based on the suspected exceptionality, a review of screening information, and data collected during evaluation.

INSTRUCTIONAL GUIDE - A section of the IEP that is the plan developed jointly by child study team member(s) and teachers in cooperation with the student's parents, to aid in carrying out a pupil's individualized education program. This plan includes the student's program schedule; instructional methods; techniques and activities to support personal-social development; and special instructional media and materials to be used to meet the pupil's unique needs.

INSTRUCTIONAL STRATEGIES - Specific methods and materials that will be used in teaching the pupil.

LEARNING STYLE - The pupil's learning characteristics and how the pupil best learns new information.

LEAST RESTRICTIVE ENVIRONMENT - An educational placement that allows the pupil to have as much involvement with nonhandicapped pupils as appropriate while providing the pupil an appropriate educational program.

MAINSTREAMING - Involving the pupil in regular educational activities to the extent he or she is able to profit.

MEDIA - Special equipment or aids needed to support the educational program developed for the child. They may include such items as filmstrips, cassettes, records, films, etc.

NATIVE LANGUAGE - The dominant language normally used by a person in his or her home.

OBJECTIVES - The specific, intermediate steps that must be taken to reach the annual goals; a part of the IEP.

PERSONAL AND SOCIAL ADJUSTMENTS - The ability of the pupil to assume personal and social responsibilities expected of persons of similar age. It includes such areas as self-concept and the ability to get along with others.

PHYSICAL AND HEALTH STATUS - A description of the pupil's present physical condition and any medical factors that influence his or her ability to learn.

PREVOCATIONAL SKILLS - Programs, services, or activities designed to provide pupils with orientation, guidance exploration, and instruction to help them make valid career decisions and plan an appropriate vocational education program.

REFERRAL - The process of bringing a pupil to the attention of a basic child study team to determine whether the pupil is educationally handicapped.

RELATED SERVICES - A part of the IEP that describes support services that relate to the special needs of the child, such as speech correction, transportation, counseling, occupational training, and physical therapy. These services are given to help a handicapped pupil benefit from a free and appropriate education.

SCREENING - Screening is the process of collecting and reviewing information about the physical, learning, or behavior characteristics of individuals from birth through 21, including those who may be exceptional.

Types of screening include: educational, sensory, speech and language, and motor.

SELF-HELP SKILLS - The abilities related to feeding, dressing, and other skills needed to function in the family, school, and community.

SCHOOL BUILDING LEVEL COMMITTEE (SBL) - The screening committee at the local school building. The members of this committee include the principal or assistant principal, regular teacher(s) of the child, a special education designee or special education teacher, and may also include the parent(s) of the student.

SPECIAL EDUCATION - Individually designed free instructional services that meet the unique educational needs of a handicapped child.

STATEMENTS OF FINDINGS - A part of the IEP that describes and summarizes a pupil's present performance in school and the pupil's present strengths and needs, based on the comprehensive evaluation.

VOCATIONAL EDUCATION - Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment.

Adapted from: Louisiana State Department of Education, Louisiana's Law for Exceptional Students, Regulations for Implementation of Act 754, Revised, July 1, 1981.

and

Louisiana State Department of Education, Pupil Appraisal Handbook, Bulletin 1508; Revised, 1981.

PREPARATION FOR THE IEP MEETING

Purpose: To share ideas on ways to prepare for an IEP meeting

Time: 1 Hour

Strategy: The leader elicits and records suggestions made by the group.

Material:

- Preparing for an IEP meeting - To Do List (copy to each participant)
- To prepare for an IEP meeting (copy to each participant)
- Newsprint/blackboard
- A copy of the Louisiana IEP form for each participant

Activity Directions:

I. The group leader begins by explaining the purpose of the activity and handing out copies of "Preparing for an IEP Meeting--To Do List." (4.2) The leader asks each group member to suggest three ways that a parent should prepare for the IEP meeting. The participants are then asked to share suggestions with the group.

   A. Throughout this activity, the group leader should try to elicit ideas from the group rather than presenting them himself or herself. The leader should stress that all suggestions are exactly that--not directions.

   B. The group leader should record the suggestions on newsprint or a blackboard, encouraging the participants to take notes on "Preparing for an IEP Meeting--To Do List."

   C. After the participants have made their suggestions and these suggestions have been discussed, the group leader hands out copies of "To Prepare for an IEP Meeting" (4.3, 4.4) and leads a discussion of this material.

D. The group leader should encourage participants to use both handouts as reference materials at the IEP meeting.

II. Give each participant a copy of the Louisiana IEP form. Review the ~~format~~ and terminology. Conduct a large group question and answer session.

PREPARATION FOR AN IEP MEETING

To Do List

TO PREPARE FOR AN IEP MEETING

These are only suggestions. They are not things you must do. They are to serve as ideas for you to consider when preparing for your IEP meeting.

1. TALK TO YOUR CHILD. Find out how your child feels about school. Find out his likes and dislikes. Ask if there is something he or she would like to do better.

2. VISIT YOUR CHILD'S CLASSROOM. Make an appointment to observe your child in the classroom.

3. REVIEW YOUR CHILD'S RECORDS. Make an appointment with the school before your IEP meeting and review what is in your child's records.

4. BEFORE THE IEP MEETING BE SURE YOU UNDERSTAND THE NATURE AND BASIS OF YOUR CHILD'S CLASSIFICATION. Do you have enough information? Have you reviewed the evaluation reports? Do you understand the meaning of the classification?

5. PREPARE TO SHARE WHAT YOU KNOW ABOUT YOUR CHILD. Jot down some notes about your child to take to the meetings, such as, interests, hobbies, relationships with family and friends, behavior at home, things child does well, and things child has difficulty with.

6. PREPARE YOUR OWN QUESTIONS. Look at components of the Basic Plan section of the IEP and write a list of questions you would like to discuss at the meeting. Take the list with you.

7. FIND OUT WHO WILL BE ATTENDING THE MEETING. Call the school and ask who will be participating in the meeting. Is there anyone not present from school or outside of school whom you would like to invite? Notify the district if you intend to bring someone from outside of school (friend, advocate, or outside evaluator). It should be someone who has knowledge of your child as well as of special educational services.

8. BE PREPARED TO DISCUSS YOUR EXPECTATIONS FOR YOUR CHILD. Talk with other parents who have attended IEP meetings before you go to your own. Jot down what you think your child needs

and the extent of progress you would like to see during the year. You should consider your child's vocational and pre-vocational needs. This applies to children of all ages.

9. BRING ANY RECENT EVALUATIONS OR REPORTS DONE OUTSIDE THE SCHOOL that you think will be of value.

10. BRING SAMPLES OF CHILD'S WORK FROM ACTIVITIES DONE IN OR OUT OF SCHOOL that you feel say something about your child. These could be out-of-school samples as well as school work.

11. TALK TO OTHER PARENTS. Talk to others who have attended IEP meetings to learn from their experiences. If you do not know other parents, call one of the local parents' associations to ask for information.

12. THINK ABOUT WHETHER YOUR CHILD SHOULD BE INVOLVED AT THE IEP MEETING and discuss this with school personnel.

13. ASK YOUR CHILD IF HE OR SHE WOULD LIKE TO ATTEND THE MEETING. Talk it over with him or her.

14. KEEP A FILE OF YOUR COMMUNICATIONS WITH THE SCHOOL. Record the dates. Include letters you send, letters you receive, notes on telephone calls, report cards, and samples of your child's work. It's never too late to start!

APPENDIX

1.0 "The Teacher and Recognition of Problems in Children"

2.0 "A Learning Model: Input Learning Channels"

THE TEACHER AND RECOGNITION OF PROBLEMS IN CHILDREN
By Jacob Schleichkorn

The following is a checklist of behaviors, many of which are associated with children with Learning Disabilities. As an aid in diagnosing and prescribing for _____, please check any of these behaviors you have noted in this student.

TACTILE-MOTOR (KINESTHETIC)

___ 1. Has difficulty in walking up stairs.
___ 2. Cannot skip.
___ 3. Holds a pencil or pen in a weak or clumsy grasp.
___ 4. Has difficulty in using scissors.
___ 5. Has jerky movements.
___ 6. Trips often.
___ 7. Bumps into objects.
___ 8. Cannot tie knots, zip zippers, button buttons
___ 9. Turns head from side to side in a rhythmic pattern.
___10. Demonstrates poor balance.
___11. Touches other children all the time.
___12. Startles easily.
___13. Appears hyperactive.
___14. Fatigues easily.
___15. Can't manage two subjects.
___16. Is clumsy in general.
___17. Can't catch a ball.
___18. Has sloppy eating habits.
___19. Has difficulty in walking a straight line.
___20. Cannot balance objects.
___21. Cannot stay neat for any length of time.
___22. Drools.
___23. Displays weakness in an extremity.
___24. Walks with feet turned inward.
___25. Walks on toes.
___26. Favors one extremity.
___27. Drags a foot.
___28. Shuffles feet.
___29. Violates the body-space of other people.

BEHAVIOR

___ 1. Has poor concept in time.
___ 2. Stamps on the floor.
___ 3. Hits head against the wall.
___ 4. Hits his head with his hand.
___ 5. Drums fingers on the table constantly.
___ 6. Bites nails.
___ 7. Twists hair.
___ 8. Always looks downward.
___ 9. Becomes frustrated easily.
___10. Cannot tolerate changes in routine.
___11. Is forgetful.
___12. Has lack of emotional control
___13. Appears hostile.
___14. Has tics.
___15. Has lapse of memory.
___16. Has difficulty with peer relationships.
___17. Is gullible.
___18. Appears disorganized in activities.
___19. Is distractible.
___20. Is impulsive.
___21. Has catastrophic reaction to minor problems.
___22. Is withdrawn.
___23. Is unable to control behavior.
___24. Is generally excluded by his peers.
___25. Daydreams.
___26. Suffers sudden removal from reality.
___27. Is anxious.
___28. Exhibits moods of unhappiness.
___29. Cannot make social judgments.
___30. Has bizarre fears.

BEHAVIOR (continued)

___ 31. Is short tempered.
___ 32. Has frequent temper tantrums.
___ 33. Maintains a blank expression.
___ 34. Is overly meticulous.
___ 35. Constantly rocks in chair.
___ 36. Picks at paper and tears small pieces.
___ 37. Is unable to concentrate on activity.
___ 38. Perseverates.
___ 39. Is extremely shy when asked to talk.
___ 40. Has petit mal seizures.

AUDITORY PERCEPTION

___ 1. Repeats what is told before he acts or responds.
___ 2. Asks the same question over and over.
___ 3. Tends to forget what he heard.
___ 4. Overreacts to normal situations with continuous talk.
___ 5. Is unable to differentiate sounds and noises.
___ 6. Cannot distinguish direction of sound.
___ 7. Requests directions time and time again.
___ 8. Attempts to read lips.
___ 9. Speaks extremely softly.
___ 10. Talks in loud voice all the time.
___ 11. Cannot hear certain sounds.

VISUAL EXPRESSION

___ 1. Has delayed speech.
___ 2. Has poor articulation.
___ 3. Has infantile speech.
___ 4. Is unable to read orally properly.
___ 5. Stutters.
___ 6. Has trouble with certain sounds such as "s" and "th."
___ 7. Mumbles
___ 8. Loses the endings of words.
___ 9. Lisps.
___ 10. Is unable to vocalize thought rapidly.
___ 11. Uses dirt words to replace good vocabulary.
___ 12. Feels the urge to make irrelevant remarks.
___ 13. Cannot recall pertinent facts about self.
___ 14. Refuses to speak.

CONCEPTUAL ABILITY

___ 1. Does not comprehend what is said.
___ 2. Does not follow simple directions.
___ 3. Constantly asks neighbors for help.
___ 4. Cannot apply former experiences to new situations.
___ 5. Demonstrates unequal work in various subjects.
___ 6. Is two or more grades below vocal reading ability.

VISUAL PERCEPTION

___ 1. Is unable to focus on one item.
___ 2. Squints.
___ 3. Obvious constant copying errors (i-e) (f-l) (g-q).
___ 4. Has crossed eyes.
___ 5. Blinks.
___ 6. Has poor judgment of distance.
___ 7. Juxtaposition of letters.
___ 8. Cannot spell words he can read.
___ 9. Has special orientation problems.
___ 10. Is disorganized.
___ 11. Has short reading attention span.
___ 12. Has difficulty in reading from the blackboard.
___ 13. Makes extremely peculiar drawings.
___ 14. Has difficulty differentiating subjects.
___ 15. Cannot reason abstractly.
___ 16. Has difficulty in returning eyes to left margin when reading or writing.
___ 17. Has poor aim.

PART I:

AUDITORY PERCEPTION SKILLS	SYMPTOMS/BEHAVIOR RELATED TO AUDITORY DIFFICULTY	SOME SCHOOL TASKS WHICH WILL BE DIFFICULT
1. Recognition	1. Startles easily	1. Reading
2. Discrimination	2. Shy in talking	2. Spelling
3. Memory	3. Speaks softly	3. Speech
4. Sequencing	4. Speaks loudly	4. Following verbal directions
5. Auditory to motor	5. Can't manage two things at once	5. Phonics
6. Figure-ground	6. Easily frustrated	6. Music
7. Tracking	7. Needs quiet	7. Attention to discussion
8. Closure (blending)	8. Appears disorganized	8. Foreign languages
	9. Distractible	9. Multiplication tables
	10. Anxious	10. Listening to lectures
	11. Interrupts others who are at a distance	11. Identifying familiar sounds
	12. Looks downward	12. Understanding oral descriptions
	13. Delay speech	13. Vocabulary building
	14. Blank expression	14. Rhyming words
	15. Makes unusual sounds and noises	15. Verbal problem solving
	16. Headaches	16. Distinguishing irrelevant information in an aural message
	17. Can't distinguish direction of sound	17. Learning names, addresses and phone numbers
	18. Tries to read lips	18. Using correct word forms
	19. Forgetful	
	20. Repeats what is said	
	21. Requests that directions be repeated	
	22. Cannot follow simple directions	
	23. Mispronounces things	
	24. Has difficulty with some sounds	
	25. Becomes confused when more than one person is talking	
	26. Doesn't follow the line of conversation (makes off-topic comments)	

Source: Glowa, Elizabeth; Rose Ray and Judy Tarr. Psychoeducational Assessment and Programming. Rockville, Md: Montgomery County Public Schools, 1980, pp. 24-31.

Appendix 2.0

VISUAL PERCEPTION (continued)

___18. Is unable to classify objects.
___19. Holds paper at an angle.
___20. Is unable to copy.
___21. Has faulty body image.
___22. Confuses right from left and left from right.

Excerpted from: Jacob Schleichkorn, "The Teacher and Recognition of Problems in Children," Journal of Learning Disabilities, 1972, 5, pp. 55-56.